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School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

VOLUME 104, NUMBER 6

JUNE, 1942

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THE AMERICAN School Board Journal

A Periodical of School Administration

Published on the first day of the month by

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Table of Contents

Cover: Old Octagonal Schoolhouse Still in Use Near Birmingham, Pa.	
Cartoon: An Indestructible Union, <i>Marasco</i>	13
Part-Time Jobs as Education, <i>William H. Brown</i>	14
Democracy in Administration, <i>Thomas C. Barham, Jr.</i>	15
Weequahic "Air Conditions" Its Students, <i>Richard Herzberg</i>	18
Teachers' Unions and School Administration, <i>Kermit Eby</i>	20
Sterling's Vacation Gardens Show Young America at Work, <i>O. A. Fackler</i>	22
What Price Tenure?, <i>Theodore L. Reller</i>	23
PWR — Its Significance, Scope, and Extent, <i>H. W. Schmidt</i>	25
Teacher Rating Trends Psychologically Examined, <i>James M. Lynch</i> ...	27
Billings School-Board Members on the Air.....	29
Youth and the Future (conclusion), <i>Edward A. Fitzpatrick</i>	30
A Practical Physical-Education Building, Amarillo, Texas, <i>Charles M. Rogers</i>	33
A Schoolhouse in the Mountains, Feather River, California.....	35
Michigan City Builds for Permanence, <i>M. L. Knapp</i>	36
War and the School Board's Responsibility, <i>A. B. Austin</i>	38
Effect of War on Operation and Maintenance of School Plants, <i>D. D. Cunliff</i>	39
A Township High School Helps War Effort, <i>I. C. Johnson</i>	41
Safeguarding Mental Health of Elementary Teachers and Children During the War, <i>Charles L. Worth</i>	42
The Board Member and School Criticism.....	44
Mr. Buck Succeeds Mr. Marshall.....	45
Growth of Administrative Services in Cincinnati Schools.....	48
EDITORIALS:	
Living Cost Regulation and Teachers' Wages.....	46
Popular Education and Industrial Productive Ability.....	46
Pay-As-You-Go for Schools.....	46
The Threatened Teacher Shortage.....	46
Pre-Election School-Board Promises.....	47
Small School-Community Relations.....	47
Personal News.....	54
Publications of Interest to School Board News.....	59
School-Business Officials.....	56
New Books.....	55
School Buyers' Aid.....	62

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The contents of this issue are listed in the "Education Index."

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SCHOOLS RECOGNIZED

The latest PD-1X order for school-supplies distributors is the most encouraging sign for schools which has come out of Washington in the confusion of priority ratings. The War Priorities Board has granted the school distributors the first opportunity to use the new PD-1X form and a definite go-ahead signal has been given. Use of the form will enable the distributors to request preference ratings for essential school supplies without receiving or extending a rating on every individual school order they fill. To the extent that materials and supplies can be made available without interfering with the war effort, ratings will be assigned to applicants for the purpose of keeping sufficient stocks on hand to maintain essential productive and service industries. A preference rating sufficiently high to insure delivery of supplies will be assigned to each group of school supply distributors. The more essential uses will be given the higher ratings.

While this is essentially a manufacturers and distributors action and remains quite within the internal operation of the school supplies industry itself, it is evident that distributors using PD-1X forms and reporting to the government on sales and inventories will receive priority assistance as requested.

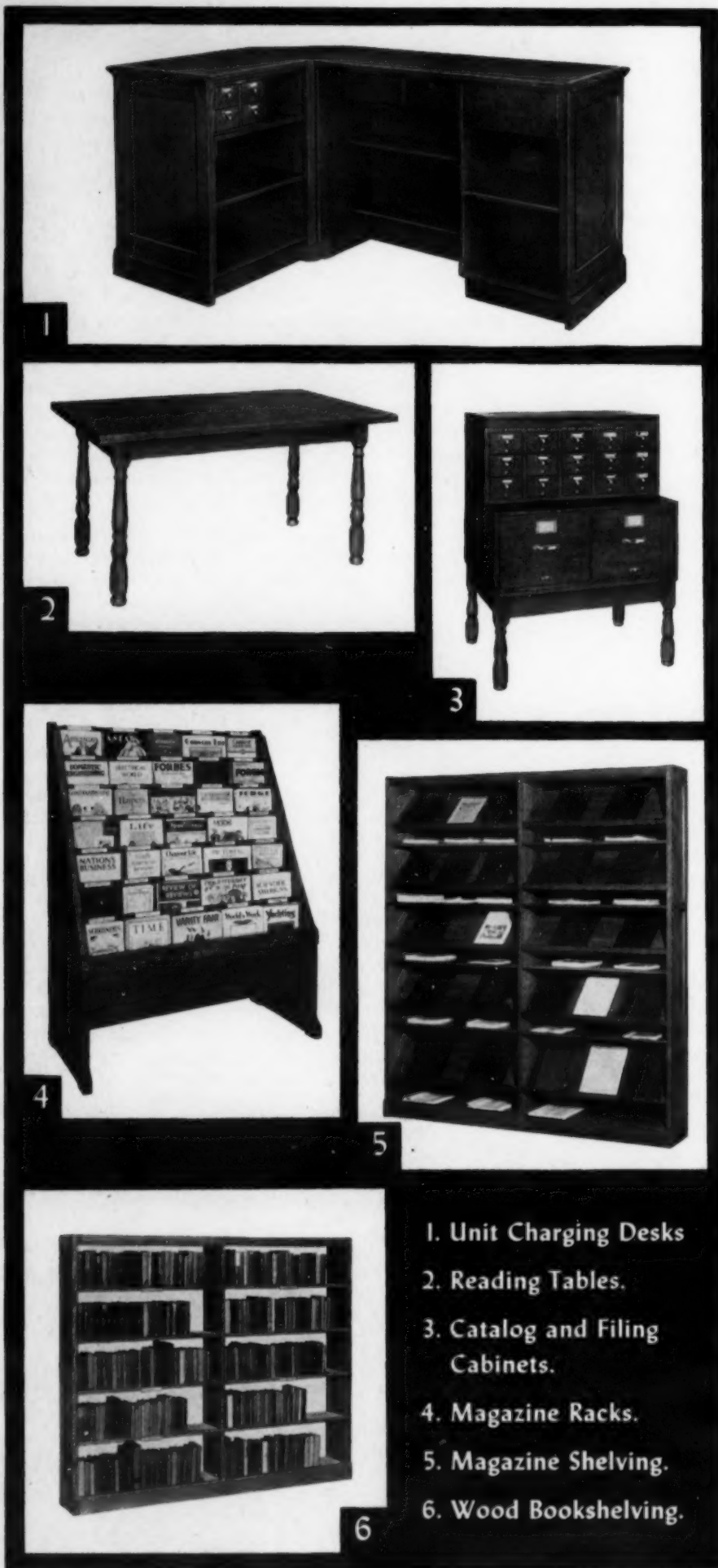
The reporting of the percentages of material shipped out of stock on rated orders during the preceding or second preceding month as compared with total sales will mean, of course, that the school supplies industry will in a short time find itself in position to give schools completely satisfactory service.

While we recognize that in the emergency, the new PD-1X form order does not solve all problems, and while we realize that both the efficiency of the distributors and of the manufacturers, and of sources of supplies, are involved in the ruling, the fact remains that we have now progressed to the point where schools are recognized as an essential social service which for the duration must continue to function and despite restrictions must be assisted in functioning.

While it will take some weeks to smooth out the operation of the ruling, the action of the War Priorities Board is a distinct gesture of friendliness to both the schools and the needs of education in the war emergency.

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THE AMERICAN School Board Journal

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JUNE, 1942

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AN INDESTRUCTIBLE UNION

Part-Time Jobs as Education

William H. Brown¹

In the nation's defense effort the potential man hours of work in the after-school and vacation hours of our seven million high school students is a tremendous force. Their work need not be in the important defense industries in order to be valuable to defense. With men of more experience and maturity being drawn into the armed forces and into the work of manufacturing the sinews of war, the jobs which they leave behind are still important to the comfort and well-being of the population, and someone must do them. High school students are fast filling the gaps left by their older brothers and sisters.

This situation gives the school a double opportunity—first, of directing its students to worth-while work in out-of-school hours, and second, of making the best educational use of the work experience. The high school faculty which concerns itself with the educational possibilities of the out-of-school employment of its students will find a rich field in their part-time and summer jobs. It is a field which can be made to contribute heavily to the vocational and personal development of young people, to prepare them with skills and with attitudes which will make them better workers, better citizens, better men and women.

Is this claiming too much for the jobs which high school students carry on in spare hours and in vacation months in grocery stores, drugstores, clothing stores, department stores, filling stations, homes, farms, factories, offices, restaurants, summer hotels, summer camps, paper routes, construction projects, delivery services, golf courses, telephone and telegraph offices, tailor shops, and dozens of other types of places where the world's work is being done? Certainly not, if someone can give some thought, direction, and guidance to youth in the work experiences which it finds in so many different ways and places.

The extent and the scope of these work experiences are not always realized, and an investigation into the part-time and summer jobs in almost any high school in the land would probably bring out facts and figures which would astonish the community and possibly the faculty. Such a study was recently made in the Glens Falls, N. Y., Senior High school. The school newspaper, a committee of the student council, and a committee of the faculty working together constructed a brief questionnaire which was duplicated. Pertinent facts about part-time and summer employment were given in condensed form, tabulated, and made public. A series of special articles in the school newspaper, a PTA program with a group of students

discussing what they learned in their work experiences, a similar program in assembly, group instruction, and guidance in applying for a job and in the fundamentals of filling a job satisfactorily, and the organization of a school placement service followed.

Extensive Employment Reported

The extent of student employment astonished even the most sanguine member of the committee. It was found that approximately 400 out of the 650 students in the school currently had part-time jobs or had had a summer job. Most of those reporting had both. Those who worked in the summer had earned a total of \$20,000. Those who had part-time jobs will have earned a total of \$30,000 if their rate of earnings continues to the end of the current school year.

This brief survey was followed by a theme assignment in which every student in school was asked to write on "My Job." Those who had never had a job wrote on "Looking for a Job." An analysis of these themes affords a refutation of two statements which have been made frequently in recent years by speakers on youth problems and by critical employers: (1) "Modern youth is deprived of the opportunity to learn through working at a job by the development of the mechanized age"; and (2) "Modern youth does not know how to work." A large number of these young people had analyzed their jobs, their bosses, and themselves in relation to what was required of them. They revealed the eagerness with which youth approaches his first job, the feeling of confusion and inadequacy which he frequently feels during his first few days of work, the gradual feeling of mastery which comes when he realizes that he is performing satisfactorily, and the self-respect which comes with the first pay envelope.

The writers did not spare themselves in their recognition of their own faults and failures, their selfish or inconsiderate attitude toward their employers' interests at the outset, and the various means by which their employers and their fellow workers showed them their places. Those who worked in occupations which provided contacts with customers and with the general public quite generally found that "the customer is always right." Being accustomed to riding through life with little consideration for their companions, their parents, and their teachers they were somewhat taken aback to find that in the customer they had a person who must be handled carefully. They learned, if we can take their word for it, to swallow the caustic word and the impatient manner and to

show a calm and helpful attitude in the face of unreasonable behavior on the part of a customer. So many of the workers spoke about this particular thing, it appears that a real lesson, perhaps a much needed lesson in self-control, was learned.

Thrill of Worth-While Work

Others spoke of the thrill of doing something worthy of pay. Many found that their employers did not consider 65 or 70 per cent as a passing mark when the cash register was checked at the close of the day. Some were analytical enough to see that they had acquired poise and a development of personality while doing responsible work and dealing with people. Occasionally one of the themes showed a truly remarkable ability to size up employers, co-workers, or the public—to understand the workings of another's mind under the stress of pride, worry, or ill nature—and to keep the command in many a difficult situation.

Some of the best work experience reported was of the nature of self-employment. In such cases the student had worked up his own business in gardening, photography, cabinetmaking, or sign painting. In addition to most of the values gained in working for others, these students learned the responsibility and the technique of managership. They were businessmen in their own right.

Although the experience in particular vocational skills was not the most important value which these young people gained, some of them did find in their summer work the field in which they wished to work as adults. All of them had some experience with work in general, and regardless of their future occupations they are better workers for having had the experience.

Here are some extracts from their themes in which they tell in their own words what they got out of their work experience.

The customer is always right.

Unless you can show positive proof to the contrary, the customer is always right.

I have learned to carry responsibility without letting my employer down.

My work this summer has made me see life from a different angle.

After constant dealing with people I was elated to discover that I had overcome the difficulty of a faltering tongue.

I have acquired a degree of poise.

I was able to get the feeling one receives from having money of his own which he knows he has really earned.

Since childhood, it has always been my ambition to be independent in some respect and to help my family by earning my own clothes.

To my mind the most valuable result of this job was the new acquaintances I made and the different types of people I talked with.

Any one who has authority over small children really owes understanding to them. If a child is to mind you, you must give him cause to respect you.

This job helped me to pick the type of work I would like to do for life.

Why do I work? I work because I like to save money for future use. I also work to earn money

(Concluded on page 50)

¹Principal, Glens Falls, N. Y., High School.

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Democracy in School Administration

Thomas C. Barham, Jr.*

Educational literature of the past few years has been generously doused with the term "democracy in administration." To the novice, the superficial reader, the lover of beautiful phrases, and the educational opportunist the term "democratic administration" is welcomed as an expression in keeping with the times. But to those who are interested in probing the meaning of the phrase, the two or three words unlock one of the most baffling swamps of intellectual confusion and befuddlement in contemporary educational thinking.

Serious attempts to define the meaning of the phrase have been as few as the indiscriminate users of the term have been numerous. The importance of the phrase, if measured only by the frequency of its use, sufficiently justifies concentrated effort to arrive at a clear understanding of what democratic administration is and is not.

However, before introducing the reader to a few selected passages which, wholly apart from their qualities of excellence individually, collectively constitute an extravaganza of ideological confusion, it might be well to point out the fact that we are not concerned with the over-all problem of democracy in education except as it involves the relationship between faculty and administration. The problems of democracy in education that relate principally to school and community, the board of education and community, the teacher and classroom management and student government are eliminated largely from consideration. The problem of democracy in administration may be distinguished from other problems of democracy in education in that it primarily involves the nature of the relationship between administrative staff and the faculty. What the relationship should be in democratic administration, and whether such a relationship is fundamentally sound or weak is our immediate concern.

Why Favor Democracy?

Why educators believe that there should be democratic administration throws considerable light upon the meaning of the phrase. Russell B. Smith¹ is one of many who believe that the concept of democracy is constantly in process of extension and reconstruction. A current manifestation

of democratic growth is its "application to school administration." Mr. Smith then urges an entirely different reason in justification of this trend. He says that "richness of personality is qualified largely by the extent and breadth of one's experience and the integration of that experience with the life of the individual." Applying this generalization to teachers he claims that "sharing in the building of the various aspects of the school program is a splendid opportunity for every teacher to extend his horizons." The author concludes with a comparison between a teacher and a quarry worker "who sees naught in his task but the cutting of stone" and, therefore, lives "the life of a slave." It is pointed out that when the quarry worker identifies his "humble task" with the "building of a great cathedral," deep satisfactions are attained. So it is with the teacher who participates in shaping the program of a school. In this way he "lifts himself from the ranks of the technician and joins the artists."

An editorial in the *Elementary School Journal*² justifies the introduction of democratic administration provided it is controlled by two principles: first, that "there must be a structure of authority" also described as a "structure of control";

²"Democracy in School Administration," *The Elementary School Journal*, May, 1940, pp. 641-642.

and, secondly, that there be "leadership of shared authority, of co-ordination through loyalty to an idea and enthusiasm for a common purpose." The introduction of this sort of democratic administration is recommended as a solution to a practical, and potentially, if not actually, serious problem. Attention is called to industrial strife. Claiming that conflicts of capital and labor have been intensified through failure to apply the above principles, the editor asserts that "it would be little less than tragic if school administrators should so fail in their leadership or should be so lacking in inventiveness as to be unable to find means and ways to letting teacher intelligence, good will, cooperation, and enthusiasm filter into the control process at every point." Continuing to be practical, the editor points out that it would be "equally tragic if teachers in their necessity, in their haste, should attempt by organized effort to force an exercise of control."

Democracy of Shared Responsibility

Edgar G. Johnston,³ like others, has attempted to come to grips with the substance of the term, democratic administration. He carefully points out the difficulties associated with the use of the word, "democracy," and came to the cautious conclusion that "we find . . . little unanimity as to the meaning of the term 'democracy' or the specific implications for school procedure. A definition which seems to carry special significance is that which characterizes democracy as 'responsibility widely shared.'"

To John M. Matzen and Robert H. Knapp of the University of Nebraska,⁴ democratic administration exists when "teachers share, cooperatively, with the administration the responsibility of formulating, adopting, and executing educational policies." The authors believe that the policy of sharing responsibility with the teachers is advisable because (1) the latter will "show professional growth individually as a result" and (2) the whole school system will be strengthened through using the "combined knowledge and intelligence of the various members of the instructional staff."

The Educational Policies Com-

³Quoted from the University of Michigan School of Education Bulletin, *The Elementary School Journal*, Mar., 1938, p. 571.

⁴"Teacher Participation in School Administration," *AMERICAN SCHOOL BOARD JOURNAL*, Oct., 1938, p. 27.



Lambert Photo.

*New Hyde Park, N. Y.

¹Russell B. Smith, "Some Aspects of Teacher Participation in School Administration," *Educational Administration and Supervision*, Jan., 1940, pp. 52-56.

mission states that school policy making should be a "cooperative process capitalizing the intellectual resources of the whole school staff." The commission adds — and very emphatically — that such participation is a "right and obligation" enjoyed by the teachers and not the product merely of administrative favor and condescension. The commission recommends that staff decisions on policy be submitted to the board of education for review and adoption. Presumably the administrators would surrender much authority to the staff.

William L. Manze⁸ claims that the "ultimate has been reached" in eliminating "autocratic school control" when a school council "representing all elements in the school, actively engages in the discussion — and administering — of questions involving ethics, salary schedules, leaves of absence, and teaching load." Mr. Manze leaves the distribution of authority between administrators and faculty up in the air.

An Authoritarian Concept

Democratic administration is conceived in terms quite at variance with any of the foregoing by Charles T. Hassard⁹. According to Mr. Hassard, administration is democratic and cooperative in transferring teachers to another school in the township when (1) no teacher is transferred unless "absolutely necessary"; (2) the teacher has been consulted and reasons for making the change have been fully explained; (3) no teacher is transferred as a "form of punishment for alleged misconduct or lack of cooperation"; and (4) no principal has a teacher forced upon him whom he does not want. In considering the work of committees on course of study and textbooks, Mr. Hassard states that "decisions have been accepted without change, although the principals act as a reviewing committee." In the case of setting up a salary schedule the teachers' committee did not meet with the board; the supervising principal acted as intermediary. Here we have a constructive yet highly authoritarian concept of democratic administration.

Harry P. Study¹⁰ describes a cabinet organization of 22 elected members representing 380 teachers subdivided into a battery of regular committees. The primary purpose of this council is not to "follow the line of least resistance in practicing democracy" and concern itself with "the more concrete and obvious problems, the bread-and-butter phase of . . . existence." The tendency to "exhaust time and energy on finances and routine matters" is frowned upon. The primary purpose of democratic administration "is the development of the teacher as an informed and interested per-

son. Personal growth of the teacher is first."

A recent editorial in *The Clearing House*¹¹ recommends a safe approach to the introduction of democratic administration.

If frankly and skillfully presented to a staff, the principal's proposals assure little, if any, opposition or antagonism. With only slight reservations, therefore, the principal's administration can be the exemplification of the democratic way — the way of harmony and fundamental acquiescence.

Through such methods it is possible to weave "democratic procedure into the fabric of school administration."

Why Superintendent Should Control

Henry H. Hill¹² emphasized the limitations which appear to inhere in administrative practice. After describing the check-and-balance organization of our national organic law he asserts that "in democratic school administration there must be and should be a veto power, generously exercised to be sure, vested in the administrator or board of education." Without mincing words Mr. Hill said, "It is not only unwise but weak for me to surrender my responsibilities in the name of democratic administration."

Nelson B. Henry¹³ of the University of Chicago envisions administrative democracy with the administrator dominating the situation. He states that it is expedient for the superintendent "to direct teacher deliberations and action . . . toward those aspects of administration which focus most directly on the teaching process or upon matters which affect the teachers personally." Dr. Henry calls such a policy expedient "because it protects the school system against the hazards of inexperienced judgment in administrative matters." He calls the policy democratic because "it affords the teachers the best possible chance to acquire administrative experience without making mistakes which might discredit their services."

A group of faculty members in the University of Missouri¹⁴ drew upon material based in part upon "Know Your Teacher," a United States Office of Education bulletin issued in 1938. The bulletin clearly approves a line-and-staff organization in which the teachers are "directly responsible" to the principals, the latter to the superintendent, and the superintendent to the board of education.

R. V. Hunkins¹⁵ attacked with vigor the wisdom of applying genuine principles of democratic practice to administrative pro-

cedure. He stated that "truly democratic school administration would reduce the function of administration, in connection with instruction, to that of co-ordination only. The administrator would become the chairman of the teacher group, drawing his only power from the collective will of the teachers." He charged that any such plan "would have to be based upon a theory that there is no place for, or need of, direction, supervision, integration, or judging of instruction except what would come from the teachers themselves." In Mr. Hunkins' opinion democratic school administration is a misconception if it means (1) "worrying teachers about administrative matters that the executive employees should settle without bothering teachers" and (2) "surrendering to the teachers administrative powers vested by the people in the executive." Mr. Hunkins advocates consultation with teachers on their problems and if this be called democratic administration then "it is the right thing called by the wrong name — a misnomer."

An Egalitarian Concept

An egalitarian concept of democracy is described by John E. Jacobs.¹⁶ He said the word "democracy" connoted "two ideas in particular." The first is concerned with the "worth of the individual." The second is related to participation. He reasoned that because the "individual is worth something, he is entitled to be heard" and take part in "shaping his own world." The selection of leaders would not be excluded. The authoritarian and democratic concepts are opposed in the following language: "The controls which govern his life are not those established by an extraneous agency, but rather those which he and his peers have created to promote their own security and eventual well-being."

George H. Gatje¹⁷ urged in one part of his article that democracy in administration be based upon the processes of democracy outlined by Charles A. Beard in *The Unique Function of Education in American Democracy*. Beard stressed "five essential elements: the right of citizens to propose measures and policies, the right to discuss freely all proposed measures and policies, the right to decide issues at the polls, the obligation to accept decisions duly made without resort to force, and the right to appraise, criticize, and amend decisions so made." Mr. Gatje recommended that the "privilege to propose policies and measures, the privilege to discuss freely all proposals or existing policies, the privilege to decide issues by a majority opinion, and the privilege to amend or alter policies by regular processes should not be denied to members of the teaching staff." It is important to do this because "autocratic techniques not recognizing these privileges

⁸"Can a Principal be Democratic?" Jan., 1942, pp. 306-307.

⁹"Superintendents and Democratic School Administration," *AMERICAN SCHOOL BOARD JOURNAL*, Sept., 1939, p. 19.

¹⁰"Fundamentals of Democratic Administration in City School Systems," *The Elementary School Journal*, Jan., 1940, pp. 340-341.

¹¹W. W. Carpenter, A. G. Capps, and L. G. Townsend, "Democratic Procedures in Developing a Code of Rules and Regulations," *AMERICAN SCHOOL BOARD JOURNAL*, Apr., 1941, pp. 25-26.

¹²"Democratic School Administration a Misnomer or a Misconception," *Educational Administration and Supervision*, Sept., 1939, pp. 419-424.

¹³"Democracy in School Control," *Educational Administration and Supervision*, Mar., 1941, p. 178.

¹⁴"Cooperative Relationships in School Administration," *AMERICAN SCHOOL BOARD JOURNAL*, Sept., 1941, pp. 17-18.

¹⁵"The Structure and Administration of Education in American Democracy," p. 66.

¹⁶"The Teachers' Place in Administration," *The Clearing House*, Sept., 1939, p. 4.

¹⁷"Cooperative Democratic School Administration and Supervision," *AMERICAN SCHOOL BOARD JOURNAL*, Sept., 1941, p. 54.

¹⁸"Cooperative Administration as a Means to Teacher Growth," *Educational Method*, Oct., 1940, p. 23.

must eventually filter down through the teaching staff to the pupils and tend to vitiate whatever democratic processes are being employed in the classroom."

Arthur K. Loomis¹⁶ described the organization of administration and faculty in the democratic framework that had been worked out in Shaker Heights. The organization for democracy in this school system is strikingly different from some previously described. In 1938 "the council was invited to take full responsibility for decisions relating to school policies. . . . In establishing or changing policies which the board leaves in the hands of the superintendent, he agreed to be bound by the decisions of the council." The staff voted "to assume full responsibility for deciding on policy recommendations to the board and for determining all policies delegated by the board. One reservation was made, however: any decision must be referred to the entire staff if the teacher members of the council deemed such referendum necessary."

John Dewey¹⁷ as long as 40 years ago gave attention to the problem of educational democracy. In an article published in 1903 he said that he could name not a single public school system that was democratic. The essence of the democratic idea is the principle "that no man or limited set of men is wise enough or good enough to rule others without their consent; the positive meaning of this statement is that all those who are affected by social institutions must have a share in producing and managing them."

The Five Points of View

It is obvious from the foregoing that the phrase "democracy in administration" has a range of meanings wide enough to include administrative power just short of an all-inclusive autocracy on one extreme to full power in the faculty to make decisions on problems of policy with both faculty and administration sharing the responsibility for their successful execution. Degrees of participation in school problems may be conveniently grouped into five categories:

1. No teacher participation — absolute dictatorship
2. Teacher suggestions received
3. Teacher participation informal but present in policy preparation
4. Teacher participation enlarged to committee status
5. Teacher participation includes power and responsibility to formulate policies

John Dewey, Arthur K. Loomis, George H. Gatje, and Charles Beard alone advocate the relationship described in the fifth category. All the others draw a line in such a way as to safeguard a surrender of administrative authority to the faculty. The numerical weight of opinion would incline us to accept as a definition of democratic

administration a school situation in which teacher cooperation is practiced. The weight of authority, however, represented in the ideas of Dewey and Beard would incline to accept as a definition of democratic administration a school situation in which teacher cooperation and power to make binding decisions is practiced. The authority of the Encyclopaedia of the Social Sciences with its statement that "the basis of democratic development is therefore the demand for equality, the demand that the system of power be erected upon the similarities and not the differences between men" is in accord with the position of the minority.

In the teacher-administrator relationship the charge of autocracy has been made because of the lack of equality between the two groups. The type of relationship described in the second, third, and fourth categories is not subject to quibbling and razorlike refinements of terminology in the field of political science. Universally such structures of administrative authority are known as "benevolent dictatorship," "enlightened autocracy," and "paternalism." There is no valid reason (and certainly mere expediency would not properly be so classified) why a condition of inequality in the organic structure through which administrative power is distributed should be described as an exemplification of democracy in administration.

Two Democratic Camps

The impetus to the widespread misuse of the phrase, democracy in administration, is in all probability due in large measure to the growth of the international ideological conflict between supporters of totalitarian and democratic principles. This conflict has intensified the usual stress placed upon the American way of life. The heart and soul of our way of living is a group of democratic principles. In the educational field a great body of literature has accumulated on the subject of democracy. As we have already seen, under the name of democratic administration all sorts of programs have mushroomed.

Most of the discussion about democratic administration falls into one of two camps. One group approaches the problem of administrative democracy from the point of view of enriching the life of the teacher. And the other group approaches the problem from the point of view of equality in the distribution of administrative authority. While many administrators think of educational democracy rather exclusively in terms of developing teachers through placing them on committees or in councils to advise the principal or superintendent without surrendering one tittle of authority, other administrators talk in glowing terms of democracy but arrange to be ex officio members of committees and pointedly suggest solutions or drop hints which travel in subterranean channels to the right parties in order to secure the "right" solution to controversial issues. Of course, nothing

could be more damaging to teacher growth and demoralizing to healthy concepts of democracy than political machinations of such a nature. Other administrators fear the charge that they are autocratic and in some way unpatriotic unless they institute measures for permitting or requiring the rank and file of teachers to undertake administrative tasks. Others are impressed with the need to apply the educational doctrine, that we learn by doing, to the administrative relationship. They feel that the one satisfactory answer to the argument that the only way to live the democratic way is for a teacher to practice at it in the administrative setup.

The difficulty with all of these views arises from having compressed the issue into a too circumscribed, wholly artificial, and quite inadequate conception of the role of educational administration in our democracy. The problem can be met soundly only by considering it in reference to the relationship of educational practice to the widespread democratic practices of which it is but one fractional part in a community.

The Legal Responsibility for Schools

The basis of the democratic structure rests ultimately with the state. The state delegates much of its authority to subdivisions — school districts, counties, cities, and towns. Within these relatively compact geographic areas the taxpayers who finance most of the educational services to the community are empowered to elect a board of education responsible in law both to them and to the state. Prudence and common sense alike have required that the board of education delegate a considerable portion of its administrative tasks to a superintendent, a competent and professional individual whose primary responsibility is to administer efficiently the educational policies of the board of education. To promote and provide effective educational opportunities for youth in the community, administrative assistant and teachers are employed.

Responsibility inevitably follows the channels carved by legal liability. In the very nature of the relationship existing between taxpayers, board of education, and administrative and teaching staffs, the placement of responsibility is bound to run from the teaching staff to the administrative staff to the board of education and thence to the citizenry or the state. The advocates of democratic administration are in an untenable position from the outset because the law has inflexibly fixed responsibility. Any delegation of this responsibility is certain to collapse under the challenge of either the board of education or the voters. Were this not the case, the result would be viciously undemocratic. It would constitute an extraordinary instance of taxation without representation and irresponsible beaurocracy.

That teachers will be autocratic unless

(Concluded on page 52)

¹⁶"Democratic School Administration in Practice," *The Elementary School Journal*, Feb., 1941, p. 417.

¹⁷John Dewey, *Education Today*, pp. 337-338.

Weequahic "Air Conditions" Its Students

Richard Herzberg¹

Fundamental concepts of flying are being instilled in American boys of high school age in a pioneer "air-conditioning" course that now forms part of the regular curriculum in Weequahic High School, Newark, N. J. Although actual instruction began only at the start of the spring term, it was projected in October, 1941, by George F. Bowne, manual training instructor in the school.

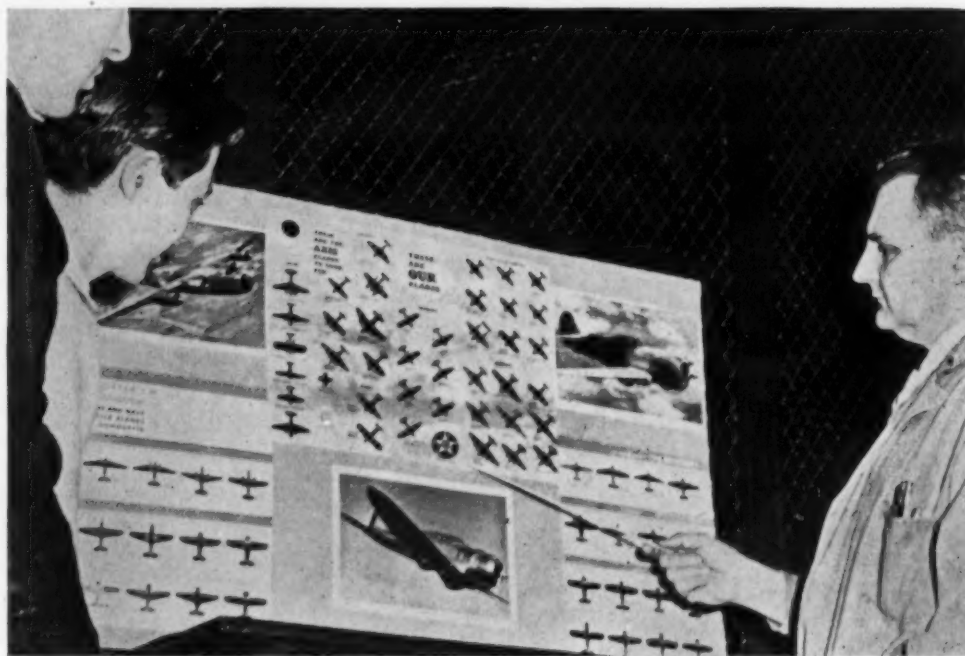
Teaching methods and techniques used in the course have been developed by Mr. Bowne along lines said to be entirely unique. Not only does the course teach the fundamentals of flying and, like so many other manual-training courses throughout the country, construct gasoline-engined model airplanes for Army and Navy use, but it also employs several novel techniques to enable students to recognize airplanes in flight for possible duty later on as air-raid spotters.

The need for courses of this type in our country's schools has been forcibly pointed out by Robert H. Hinckley, Assistant Secretary of Commerce for Air. Mr. Hinckley wrote, in a recent article in *Collier's*, that aeronautical education for America's youth must begin in the kindergarten if we are to survive. "Air conditioning" in Germany begins in the lowest grades of school, when boys are told the stories of flying, and it aims at making them not only air-conscious, but equipped toward doing something in aviation. Mr. Hinckley attributed Nazi early success in the air to just this training.

From this point of view, the course, as given in Weequahic, does more than give its students ground-school training. As pointed out in "War Times," the official bulletin of the Newark School Committee on War Services, "Educational programs that are limited to pilot training may serve very well for the immediate man-power need, but readjustment of thinking caused by the airplane and its widespread use are much broader."

"Air conditioning," Mr. Bowne states, "involves more than flying. It involves a different way of looking at a map, one that displays the continents as if seen from a point above the North Pole. It involves a knowledge of the science of weather, of metallurgy, radio, aerial photography, airplane and air-port design, engines, and even air-traffic regulations. It involves *thinking flying*."

The methods Mr. Bowne has devised to instruct his pupils—boys of from 14 to 18—in the skill of recognizing airplanes in flight from their silhouettes is perhaps the most original of his teaching techniques. This work links directly with the emphasis



Mr. George F. Bowne points out the insignia of the American air force to two students in his course in Weequahic High School, Newark, New Jersey.

that is being constantly laid on the need for having scores of millions of persons in this country who can recognize all types of airplanes instantaneously, so that proper defense measures may be taken immediately whenever enemy bombers fly over American soil. The swifter the recognition, the more effective the defense. The course will help to develop needed Indian Scouts of the sky who can report to defense headquarters clues that will enable officials to determine the probable goal of enemy attacks.

Mr. Bowne's teaching program, recognized by governmental authorities as highly effective, falls into several steps.

The beginning student in the course first is taught to familiarize himself with the outlines of enemy and friendly airplanes from a chart which shows the various types and kinds used by our Army and Navy air forces and those used by the Axis. The teaching procedure that Mr. Bowne employs is a series of excellent slides based on published silhouettes. He throws these on a screen by means of an efficient daylight lantern, at first with a brief but sufficient descriptive caption, and with a small pattern showing the essentials of the plane's outline and its distinguishing characteristics. These slides, incidentally, have been made available to all Newark Schools by the Visual Aid Department of the city's board of education.

After students have studied these slides carefully, Bowne places a mask over the captions and calls upon the class to identify the many planes studied. Then, to test the

knowledge attained from this drill, Mr. Bowne has constructed an electric questioner on which students are required to match the silhouette of an airplane with the description of it on a list at the side. When the electric pointers are held on the contact point under the airplane and its matching caption simultaneously, a buzzer notifies the pupil that he is correct.

This device, also used by Bowne for other identification groups, greatly speeds up the student's command of airplane details; its use is, moreover, largely a self-teaching process, one which the student himself enjoys using. As is obvious, this electric questioner is really a novel variation of the principle underlying the familiar choice test, used in many academic subject fields. There is an important difference, however. In the ordinary test, the possible answers to any given question are grouped together and include choices deliberately put there to deceive and sometimes confuse the pupil—and also to check on the thoroughness of his knowledge of the subject. On the questioner each of the possible answers can be matched with one of the pictures.

When the student spotter's knowledge is sufficient, Mr. Bowne has developed methods which enable him to simulate actual spotting conditions in his classroom. The projector has been arranged to turn upward so it can flash the slides upon the ceiling of the classroom. By a little jiggling of the projector, the shadow of the plane can in fact be made to fly swiftly across the plaster sky. By the size of the shadow

¹South Orange, N. J.



The final painting of planes and of the insignia always interests boys.



An identification board enables Mr. Bowne to quickly test a student's knowledge of fighting planes.

—Photos by Dr. Harry Jellinek.

and the speed with which Mr. Bowne makes it "fly" across the "sky" the flight and appearance of the real airplane can be approximated and the spotter has just about as much time to recognize the shadow as he would if he were actually on duty.

Even greater realism can be attained, moreover, if it is deemed desirable to simulate flight more nearly. Spotters do not always work on a clear night. Therefore, by waving his fingers in the beam of light, Mr. Bowne can make the shadow of the plane fly in and out of "clouds."

Slides are also used to instruct the class in meteorology and the recognition of cloud formations. Students who have passed this course will be able to use weather maps and other meteorological data. They will constantly think of weather, moreover, in terms of flying, a habit that will be necessary when, as seems probable after the war, more and more Americans are using the air for transportation. Today such knowledge is a distinct war asset.

Motion pictures are also used as a teaching aid in Mr. Bowne's course. Some of those available show the use of the airplane in the different branches of the armed forces; others illustrate the theory of flight and problems of aviation.

The nearest the pupil comes to flying as part of his work is in a cockpit trainer, somewhat like those used to teach air-corps students. Reactions to flight problems can be tested in this device, and the student can gain familiarity with the instrument board of a real airplane. This trainer, incidentally, was built entirely by students. It is real enough to give a pos-

sibility of air sickness—if one is very susceptible.

An important part of the course deals with aviation as a career in the future. Physical fitness, aptitudes, and technical ability can be gauged, and the possibilities of jobs in different parts of the industry are discussed.

Toward the end of March, a regional conference for superintendents and supervising principals on aviation education was held in Newark by the New Jersey State Department of Public Instruction, in cooperation with the Civil Aeronautics Administration and the United States Office of Education.¹ The regional conference, to be followed by others as the work progresses, will explore and develop methods of providing occupational training in aeronautics in technical and vocational schools, and of orientation courses, similar to the one organized by Mr. Bowne in high schools. The Civil Aeronautics Administration is distributing 500 copies of the report of this conference as it appeared in the eighth issue of "War Times."²

¹Working toward the goal announced at this conference, speakers at which included Mr. Hinckley and John W. Studebaker, a committee has been formed in the Newark school system, under the chairmanship of Mr. Bowne, whose exhibit at the meeting was widely discussed. Other members, who have been meeting with Newark Assistant Superintendents Alan Johnson, Charles H. Gleason, and John H. Herron, are Arthur Biblin, Armand G. Rehn, and Augustus Jannarone, shop teachers in the Newark system. Arnold Hess, industrial-arts instructor at the Newark Teachers College, who is also a member of the board of education in Newark, is working with the committee, which has set 400 as the quota of model airplanes this city will produce for the armed forces before the end of June. Mr. Hess's own classes have a separate quota.

²Prepared by Information Committee of the School Committee of War Services. Marguerite Kirk, director of Department of Library and Visual Aids of the Newark schools.

With the development of Mr. Bowne's course and its use in other Newark schools, it is hoped that future graduates of the high schools in this city will be prepared to face the day when everyday thinking has to be adjusted to a new dimension.

A CHALLENGE FOR RURAL SCHOOL BOARDS

The employment of competent teachers in rural school areas is the single outstanding responsibility of the rural school director. The purchase of equipment, the upkeep of plant, and the hundred and one other details in connection with keeping rural schools open are important, but second in importance to complete cooperation with the superintendent of schools in the matter of selecting teachers. The pupils and the teacher make the school. There is a general agreement that no matter how elaborate the school building is or how adequate the school equipment may be, unless there is a competent teacher, there cannot be a good school. The improvement of the education of children in the rural areas is dependent almost entirely on the quality of instruction; the quality of instruction is directly related to the type of teachers employed in the schools.—*Henry Klonower.*

SPIRITUALLY HEALTHY TEACHERS

It is a wise people who learn from their enemies. The literature of dictators shows that they are determined to eradicate the spiritual life. They believe that this force perpetuates democracy.

The Creator has endowed man with inalienable rights. If man keeps his rights he must keep his God. The student needs to be taught this truth by a teacher who realizes the necessity for this belief.

President Roosevelt says, "What the schools do may prove in the long run to be more decisive than any other factor in preserving the form of government we cherish."

Are the teachers, through their spiritual strength and devotion to democratic ideals, ready to meet this high challenge?—*Sarah B. Fahey, New York, N. Y.*

Teachers' Unions and School Administration

Kermit Eby¹

There are approximately thirty-five thousand teachers affiliated with the American Federation of Labor in the United States. The largest locals in the American Federation of Teachers are in the big cities where there is a strong labor movement. The Chicago Teachers' Union, Local One, is the largest of all the teacher unions. In fact, it is the largest teacher organization of its kind in the world, and ranks second to the Street Car Men's Union in numbers in the Chicago Federation of Labor.

Stimulated by the aggressive interest of the union teachers in the large cities in adequate financial support of education, tax reform, pensions, tenure protection and extension, better working conditions, with no discrimination between sexes, and academic freedom plus active teacher participation in community affairs and politics, the teachers in the areas adjacent to the large cities are also organizing. In Illinois approximately 40 per cent of the teachers belong to the union; and Michigan, Wisconsin, and Ohio all have strong teacher union movements. Instead of organizing in their respective school systems, the teachers in the neighborhoods close to the large cities are forming larger units, determined by the geography and common interests. The most powerful of these units are the West Suburban, North Shore, and Northern Indiana locals in the Chicago area; and the Hamtramck and Dearborn units in the Detroit community.

From time to time public interest is focused upon the teachers' union because its labor affiliation and mass base bring it into conflict with a school administration controlled by political or economic-interest groups. As a result, during these historical years, battles are being fought and precedents set which will without doubt change the administrative practices of many school boards. Union teachers hold certain fundamental convictions which school administrators and the general public should understand. It is my object in this paper to state them without too much argumentation and in the hope that teachers and administration will be drawn more closely together in this critical period of history when the welfare of the boys and girls of America is so dependent on us.

Importance of Teaching

Union teachers believe that teaching is the most important part of the educational process and that there is no substitute for the good teacher who knows her job and loves the boys and girls she teaches. Believing this, union teachers insist that it is the responsibility of the administration to

free teachers as much as possible to perform the function for which they are hired, namely, teaching. Furthermore, while tests and records are means to ends, they are not ends unto themselves and never should be considered as such. Unfortunately this is not so in many of the larger school systems where the administration is removed both physically and spiritually from the children in the classrooms. Teachers of my acquaintance say without exception that the greatest single hindrance to good teaching is the overemphasis of forms and records. The Mimeograph, instead of being a blessing, has become a curse. Snowed under by tons of reading material, teachers no longer distinguish between the significant and the insignificant — and the boys and girls in the classrooms are the losers.

Educational bureaucracies are not different from any other group of people removed from the masses they would lead. They, too, become ambitious for their own schemes and compete for favor by filing long reports. It has even been rumored that not a few zealous adders of figures have obtained their Ph.D.'s by summarizing data which long-suffering teachers have developed and compiled. Teachers, too, become victims of neatly filled-out cards. A certain adjustment teacher was asked to demonstrate her work, which consisted chiefly of a new record system, before her fellow teachers. Following the demonstration, another teacher of wide experience and profound human sympathy asked, "And now would you please tell us what you hope to accomplish by your work?" Teacher Number One replied, "To see to it that all the blanks in each pupil's card are properly filled out."

Many union teachers have said to me that every school administrator should be required to teach a class. I believe they are right! And the class should not be in some university summer school where marks are dependent on polite answers or after-class flatterings of the male ego by lonesome school ma'ams. The classes should consist of real, live boys and girls in actual classroom situations. Nor should this teaching experience be perfunctory. The administrator-teacher should be required to use what his curriculum department turns out by way of course outlines and what his test-and-measurement experts turn out by way of tests. Only by so doing will he appreciate the contrast between theory and practice.

Why Teachers Join Unions

Frankly, many of the leaders in the teacher-union movement became teacher unionists because they like to teach and believe that teachers should be close to their pupils and the community from

whence they come. So they have affiliated with the organized workers, the parents of their pupils. The more understanding they become of the community and its problems, the more insistent they are that there should be less centralization of school control in the large cities. The school, they argue, should serve its community, and the principal should be free to integrate his school program into the neighborhood's needs.

In several big cities, however, the trend is in the opposite direction. Principals, despite the emphasis on democracy, have tended more and more to become glorified clerks, almost voiceless in the selection of their teachers and subject to sudden and arbitrary transfer and many other kinds of pressures if they refuse to carry out the orders of their superintendent. Nowadays, too, many of these orders are given by telephone, and the principal is not even protected by a written copy of what he is expected to do. Consequently, the principal either becomes a part of the administrative machine, capitulates to it in order to maintain a favored job, or joins the teachers' union to fight the machine. Principals, like the teachers who join organized labor, become members of the union because it is the only mass group large enough and consequently powerful enough to oppose unwise administration policies.

In Chicago the 1936-37 principals' examination and the use of political temporaries in the high schools and preferred substitutes in the elementary schools have been the chief bone of contention between the administration and the teachers. The struggle between the union teachers and the Kelly-Nash administration is continuous and bitter. The *Daily News* and other papers have spared no space in covering the war and so Chicago and the nation are informed. In 1940 the Chicago Teachers' Union introduced in the state legislature an independent board-of-examiners bill, closely patterned after the New York board, hoping by its passage to put the selection of teachers in charge of an independent board free from political pressure. The full might of the city administration was turned on in the legislature and the bill was killed in committee.

At the same time that the struggle to maintain the merit system continues, the union is insisting on its rights as the bargaining agency for members wherever it has a majority of the teachers. While the Wagner Act does not apply to teachers (we are not engaged in interstate commerce), it is the union's position that regular meetings should be held between the union and the superintendent, the legal head of the school system. Furthermore, our objective is not to limit negotiations

¹Secretary of the Chicago Teachers' Union.

only to hours, wages, and working conditions. We feel that all matters of educational policy which in the last analysis can only be given meaning by the teachers in the classroom, should be agreed upon by representatives of the teachers and the superintendent or his representative. For example, teachers feel that often educational innovations are put into operation before the teachers understand them and without their consent. Consequently, the best results are not attained. Here, it seems, is the greatest single opportunity for an advance in school administration and, incidentally, one which all teacher unionists will insist on, namely, regular meetings with the administration on all matters which affect educational policy. We believe that responsibility for a successful school system rests as much on teachers as on administrators. In the words of the political scientist, we believe in equal sovereignty, and are therefore willing to accept equal responsibility.

Teachers and Community Good Will

It has been difficult for me to understand why school administrators have not welcomed such a development, particularly in this day of emphasis on public relations. Certainly, the teachers of any system meet more people and are in a position to develop more good will than can be developed by the most experienced public-relations counsel. It has never been my opportunity to be a superintendent of schools. However, as executive secretary of a union with 7500 members and as a former school principal, I have encouraged group discussion because I prefer to share responsibility, if the public reactions are not as expected. These bargaining patterns need to be developed in the schools, too. In industry, a shop steward meets with foreman to adjudicate disputes. The pattern should be followed in school units, too. Meetings between a teacher-committee and the principal to settle simple things like seniority rights, room rotations, hall duties, etc., would contribute much to the elimination of the feelings of unjust treatment which rankle in the minds of teachers.

While the union is the majority organization in Chicago and several other cities, it is not the only organization also engaged in teacher welfare and, incidentally, teacher politics. Sometimes, administrators meet with representatives of minority groups and give them special recognition. Such discrimination is naturally resented by a union. As a majority organization, it insists that the precedent set by law for other labor groups should be followed, and negotiations should be carried on between only the majority organization and the superintendent. In other words, teachers do not like company unions any better than other workers do. Perhaps, if these problems cannot be solved by mutual consent, it may be necessary to introduce and pass state labor relations acts covering



—Photo, courtesy Supt. Natl B. Burbank, Concord, N. H.

The Flag Salute — a privilege of American childhood.

teachers as well as other labor groups who do not come under the federal law.

Such action, however, should not be necessary if the administration of the schools is wise. Playing one group off against another is not conducive to good feeling, and in the long run only produces tension. Nor is it administratively sound. The only way to facilitate bargaining is to act through a responsible majority group and to expect that group to carry out its agreements in good faith. Anything short of such a policy wastes both time and effort. Surely if industrial management has learned that a responsible union is an asset, educational management should be no less intelligent!

Attendance at Board Meetings

Finally, teacher unionists argue that their representatives should be present at board of education meetings, particularly when matters under discussion affect teacher welfare. Such is the case in Maywood, Ill., where representatives of the Proviso High School Union regularly attend the board meetings. Teacher unionists feel that superintendents have too long built their economic security and increased their salaries by cutting the salaries of the teachers. And while all of us are not agreed that the differential between teacher salaries and administrative salaries is too

great, many of us do feel that such is the case. Teaching, we believe, is an art, and administrative ability can be acquired. (Personally, I have had about eight years of each and am more convinced than ever that teaching, if done well, demands a more varied talent and profound sympathy than administration. An intelligent secretary can cover many a sin of omission or commission, but there is no buffer between teacher and pupils.)

In conclusion, it seems to me that the preceding arguments can all be reduced to one proposition, namely, that the evolution of democracy demands a broadened base of action. Today, the teachers, like all other workers of the world, are coming into their own. Educationally, such a development is a God send. Too long teachers have apologized for their profession. Now, conscious of our organized strength, we can take our rightful place, without apology. We are citizens and equals, not inferiors!

The first priority for educators is character. There is no equivalent for it. It can have no substitute. Too many people attempt to substitute legality for integrity. The word character meant, originally, to cut or to engrave. Later it came to mean that which was engraved, thus referring to permanence, to that which lasts. "No man has any more character than he can command in a crisis." — Bruce Baxter.

Sterling's Vacation Gardens Show Young America at Work

O. A. Fackler¹

GARDENING FOR VICTORY

The American schools can render a magnificent service for victory if they help every family, particularly in the small communities and cities, to plant Pupils' War Gardens. The present paper records the work done in one Illinois community and suggests methods for successful supervision during the summer season so important for the final harvesting of the crop.

"You are doing more than a mere job of gardening . . ." the directors of the Sterling Union Schools Garden Club were told last summer; "You are building good citizens." These were encouraging words, for that was exactly what we desired to do. We wanted to help our young people substitute profitable employment of vacation time for the usual aimless pursuit of erratic inclinations. It is still important, we reasoned, for children to become acquainted with the power and benevolence of soil, seeds, sunshine, and showers—man's ancient allies and faithful friends. A course in gardening would provide this acquaintance. At the same time it would offer ideal environment and experiences which would bring the children back to us in the fall refreshed and alert.

The Union Schools Garden Club made its debut in the spring of 1941. It was unique in that each member benefited by the personal supervision of a trained teacher who, from the beginning of the season until the end, visited their gardens at least once a week to give instruction and guidance. Teachers and pupils gave the same attention to the details of the work as they gave to classroom projects. However, the initiative in the case of the garden club was left with the individual child. No compulsion of any kind was employed to induce the child to start or continue. He was allowed to make his own choices from the beginning to the end.

Planning Left to Students

Pupils were admitted to the club only with the consent of their parents. The size of the plot of ground to be cultivated and its location were considered and determined in the home. No one interfered with the youthful gardener when he chose the crop to be cultivated or when he decided how the crop should be used. He might eat it, sell it, use it for ornamental purposes, or allow it to mature seed for next year's planting, just as he pleased. As a matter of fact, many children devoted a

part of their crop to each one of these purposes and thus enhanced the educational value of the project. Each child knew that even in these initial steps the school stood ready to assist him with advice and guidance if he desired them.

After preliminary plans and choices had been made and when the time came for preparation for the soil and planting, the two teachers were chosen to supervise the work. They held conferences with the students and issued duplicated instructions designed to prevent waste of energy and dissipation of enthusiasm. They left nothing to chance. Each garden was planned. Its size and location were determined. The smallest was 4 ft. square; the largest covered half a lot. The final choice of the crop to be cultivated was made: some chose flowers, some vegetables, and some a mixture of both. Then a complete plan of the whole plot was drawn to scale. After that, the gardener followed his plan as a builder follows his blueprint.

Visitation Program

As soon as the work in school had come to an end and vacation had started, the two teachers began to make regular trips to the gardens for the purpose of making observations and giving helpful suggestions. These teachers were known as supervisors or inspectors. They followed a schedule of visitation which brought one of them into each garden once a week. Throughout the visiting periods these supervisors especially emphasized four things; namely, constant cultivation, constant weeding, constant use of all available garden space, and the saving of seed.

The supervisors adhered to this schedule of visitation as faithfully as teachers adhere to regular classroom schedules. At the end of every month each supervisor filed a report with the board of education. This report showed every detail of the work done during that period, including the number of gardens under observation, the number of calls made upon pupils while at work in their gardens, the average time spent with each pupil, and the total number of hours spent in making calls. The board of education paid these two instructors by the hour.



Garden Products Exhibited

From the beginning it was understood that the project would be brought to a close officially with an exhibit of garden products at a convenient time within the season. Accordingly, an exhibit was held in the Central Junior High School gymnasium in the middle of August of last year. Representative products from the gardens were assembled and arranged in such a way as to make inspection and comparison a pleasant experience for the children themselves as well as for their parents and friends. Each of the 69 gardens contributed flowers, vegetables or seeds, and in certain instances both flowers and vegetables. Nearly every kind of garden flower and vegetable was represented. Many of the 500 parents and friends who visited in the evening openly expressed astonishment at the variety and beauty in the 275 exhibits which occupied table after table on the gymnasium floor.

The products of the young gardeners of Union Schools were represented in a similar exhibit sponsored by a local club in September.

Certificates Awarded

Every child who joined the club and continued with the work to the end of the season received a certificate attesting to the fact. If a child carried his project through the season with a noticeable degree of interest, his certificate gave him a "satisfactory" rating. Those whose work bore the marks of a high degree of interest and accomplishment were rated "good," and those who did the highest quality of work were rated "superior." The superintendent, with whom the garden project originated, presented these certificates to 141 children, ranging in age from seven to thirteen at the close of the second week of the school year.

The garden club was an outgrowth of a movement in the Union Schools to go beyond formal schoolroom processes in dis-

(Concluded on page 58)

¹Former Superintendent, Sterling, Ill.

What Price Tenure?

Theodore L. Reller*

The term tenure is used in this article to indicate permanent tenure which is found in states which grant to teachers a permanent status, generally only after a probationary period, and which provide that they can be removed only for specified causes and through defined legal proceedings. The article also will be devoted largely to developments in one state. It is offered because it is believed to be of pertinence to teachers and educators in all states which have considered or are considering the adoption or modification of such tenure legislation. Surely it is agreed that reasonably permanent tenure is desirable and should be attained in all states in the years ahead.

It is the intention to examine here certain aspects of the relation between tenure legislation and salaries. This problem is an acute one at the moment because of the increase in living costs and the economic opportunities existing outside of teaching. School districts in a considerable number of states are already having difficulty securing teachers. Much-disapproved-of married women teachers are being pressed into service, as are all other available substitutes. If teachers' salaries are not adjusted somewhat in accord with living costs, it can only mean that the schools will be even more depleted of experienced and highly capable professional personnel. A certain number of teachers are subject to the military-service regulations and should be relieved of their teaching responsibilities; others may be able to contribute some skill in defense service. Losses through these avenues may not be serious and, at any rate, can be justified. However, if low salaries lead to a rush of teachers into all kinds of other work because of the higher remuneration, it constitutes a grave threat to the educational system and, consequently, to the ability of the nation to win the war, and — that even more difficult task — the winning of the peace. In order that we do not forget, we must continue to emphasize that vital aspect of defense which the conduct of excellent schools represents.

In Pennsylvania, a state which is central in the war-production effort, boards of education are aware of the desirability — yes, even necessity — of salary adjustments. It is true, of course, that Pennsylvania has not paid its teachers well, especially those in the smaller communities and rural areas. It is true, also, that many local school districts could have paid their teachers considerably better than they have done in spite of the relatively small share of educational costs borne by the state. On the other hand, many districts

have been financially distressed and have maintained schools only because of special relief grants received from the state. Whatever the merits and demerits of the past conditions and practices, it is true that at the present time many school districts find their property owners (and the real estate tax is the principal source of revenue for education in Pennsylvania) better able and more willing than any time in recent years to pay school taxes. However, the boards of education of these districts are, in many instances, unwilling to increase salaries — even though they desire to do so — because of a provision of the tenure act. In order to see the problem in its context, it is desirable to briefly review the tenure act and certain recent judicial decisions, and then to examine various proposals for meeting the present difficulty.

Provisions of Tenure Act

The tenure act of Pennsylvania was passed in 1937. It was enacted only after intensive study of the problem by various groups. The main demand for it came as a result of the malpractices of a relatively small percentage of the school boards of the state, some of which had discharged experienced teachers and employed beginning ones in order to be able to pay the lower salaries permitted under the minimum salary law. Other of these boards had discharged experienced and competent teachers to make room for friends, and in a few instances, perhaps, because of the teachers' refusal to pay an assessment. These practices led to the passage of one of the most rigid and protective tenure acts ever enacted in the country. All teachers employed at the date of the signing of the act were given tenure; dismissal could be for specified causes only, and in such cases, the procedure to be followed in terms of the hearing and appeal was carefully outlined; no probationary period was provided; present salary of the employee was ordered inserted in the prescribed contract with the following provision:

The salary of any XXX professional employee as defined in this act in any of the school districts of the Commonwealth may be increased at any time during the term for which said person is employed whenever the Board of School Directors or Board of Public Education of the district deems it necessary or advisable to do so, but there shall be no demotion of any professional employee, either in salary or type of position, without the consent of the said employee, or if such consent is not received, then such demotion shall be subject to the right to a hearing before the Board of School Directors (or Board of Public Education), and an appeal in the same manner as hereinbefore provided in the case of the dismissal of a professional employee.¹

This act was modified in 1939 after

which time appeals from decisions of boards of school directors had to go first to the superintendent of public instruction rather than to the county common-pleas court. A probationary period of two years was also introduced at this time, as was an elaborate system of rating teachers as a basis for dismissal or to determine which teacher or teachers should be suspended in the case of a substantial decrease in pupil enrollment, curtailment or alteration of the educational program resulting in substantial decline in class or course enrollments, and if all employees were not needed as the result of a consolidation. These modifications did not result in any change in the basic nature of the act which prescribed a contract, no parts of which may be waived orally or in writing.

In considering the problem, it needs to be kept in mind that Pennsylvania has a minimum salary act. The contracts provided in the tenure act, therefore, have the effect of maintaining salaries above the minimum salary provisions if they are at any time attained. Boards of education, therefore, now say that they cannot increase salaries because quite possibly five years from now they could not afford to pay salaries warranted today, and yet they would be required to do so. Furthermore, they question whether they should determine for the future the salaries which must be paid. The extent to which they would be making such a determination is not established. There is reason to believe, however, that a salary could not be reduced below the highest point reached.

Contractual Element Controls

The basis for this thinking is a supreme court decision of 1937.² In that instance, Indiana had passed a tenure act which required that the local school districts issue a prescribed contract to each teacher. At a later date the state legislature repealed the tenure act for districts of certain sizes. One district, for which the tenure act had been repealed, then proceeded as if tenure did not exist. However, when the question, on appeal from a decision of the state supreme court, was brought to the Supreme Court of the United States, it held that tenure in Indiana for the teachers involved under the original act was not a legislative matter; and, therefore, could not be withdrawn. The supreme court held that, in reality, it was a contractual relation existing between the local school district and the teacher and could not be broken by subsequent act of the legislature. The court held:

Although the principal function of a legislative body is not to make contracts but to make laws which declare the policy of the state and are

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¹School Laws of Pennsylvania, 1939, Section 1205-A, p. 135.

²Indiana *ex rel* Anderson and Brand, U. S. 82 L. Ed. 656.

subject to repeal when subsequent legislature shall determine to alter that policy, a legislative enactment may contain provisions which, when accepted as a basis of activity by individuals, become contracts between them and the state or its subdivisions, within the protection of the provision of the Federal Constitution forbidding the impairment of contracts by state action.⁵

It is interesting to note that Justice Black was alone in disagreeing with this opinion. In dissenting, he held that the Indiana legislature was attempting to work out a school system to advance society in accord with the state constitutional provisions; that it had complete authority in regard to the control of the school system; and that he could not assume that the government of Indiana "intended to diminish its power of accomplishing the end for which it was created."⁶

Tenure Establishes Contracts

It should be kept in mind that the tenure act of Pennsylvania establishes a contractual relationship between the local board of school directors and the teacher, as in Indiana. It then follows that the salary granted to a teacher in Pennsylvania cannot be reduced without the consent of the teacher, except as a result of demotion for cause—as specified in the law—proven by the board of school directors. According to the decision of the Supreme Court of the United States, it is reasonable to believe that even the state legislature could not reduce or authorize local school districts to reduce salaries of teachers. That the state department of public instruction accepts this as a sound interpretation is evidenced by a release of the department in which a specific plan is offered to meet the situation with the words,

It would seem that the only safe procedure a school board could follow, if it is the desire to provide salary increases for a limited period of time, would be the following:

First, obtain from each teacher, either separately or through signature spaces on a single document, an agreement that as a condition precedent to the granting of a special increase in salary for a limited period of time, the teacher agrees that she will not hereafter enter any protest or objection against such demotion in rate of salary as may seem to the board to be necessary or desirable should future conditions lead the board to a conclusion that the rate of salary should be restored to a level not lower than that which would have prevailed had no increase been granted for the limited period of time. Secondly, on the basis of these agreements obtained in advance from the teachers, the board could then grant to such teachers as have signed the agreements the amount of increase that the board believes to be reasonable and desirable.

By following such a procedure as is here roughly outlined, the board would place itself in a position which would make it easy and safe to meet present emergencies without establishing a permanent obligation and without creating a situation in which difficulties would arise when salaries are again restored to the present level.

These conclusions are based on the fact that Section 1205-A of the School Code authorizes the teacher to consent to a demotion in salary and the further fact that there is no prohibition of any kind against the increasing of salaries even

though the increase may be granted to some teachers and denied to others.⁸

The Philadelphia Case Confuses

Some hold that such a step is not necessary and that the whole problem is not a reality because of the opinion of the state supreme court in the Philadelphia case. In this instance, a teacher sued to have written into her contract the salary she was receiving at the date of the signing of the tenure act which was specifically the statement of the act as to what should be done. The school district of Philadelphia inserted a lower figure, but one which did not fall below the minimum set by the minimum salary law. The court upheld the school district saying that "because of the perilous financial situation of the school district, these reductions were of absolute necessity. Under existing financial and economic conditions, it was impossible to continue the high salary rates."⁹ It called attention, also to the fact that when Philadelphia adopted a salary schedule, the school district reserved the right to reduce it at any time in the future so long as it did not go below the statutory minimum. It held that the tenure law, in speaking of "demotion" in salary, had in mind a reduction of particular status, and that when there is a general adjustment of salaries with no consequent individual discrimination, there has been no demotion of any teacher within the meaning of the act. A general reduction was held proper when a district cannot continue to pay existing salaries without disrupting its entire financial scheme and where to do so would threaten its ability to carry out its functions.

The court quoted a previous opinion which read,

The purpose of the Tenure Act was to maintain an adequate and competent teaching staff, free from political and personal arbitrary interference, whereby capable and competent teachers might feel secure and more efficiently perform their duties of instruction, but it was not the intention of the legislature to confer any special privilege or immunities upon professional employees to retain permanently their position and pay regardless of a place to work and pupils to be taught; nor was it the intent of the legislature to have the Tenure Act interfere with the control of school policy and the courses of study selected by the administrative bodies; nor was it the intention of the legislature to disrupt a school district's financial scheme, which must be operated upon a budget limited by the Code, that cannot be exceeded except in the manner provided by the legislature.⁷

Indirectly, the state supreme court throughout treated the tenure act as if it were legislative only, and without regard to the individual contractual obligation which had been set up by the act. This decision appears to take a point of view directly opposite from that of the United States Supreme Court in the Indiana case. Therefore, the Philadelphia case does not settle the matter. Furthermore, in Phila-

delphia a board of public education, appointed by the judges and not responsible directly to the people, has sharply limited powers to levy taxes; and it had levied to the limit of its ability. Finally, the school district of Philadelphia had not issued the contract at the higher salary as the law specified. These are all factors which make schoolmen of Pennsylvania wonder what the meaning of the Philadelphia case is, if anything, in regard to the salary contractual relations which their school districts make with teachers.

Alternatives Open to Boards

It thus becomes apparent that the law and its meaning are not very clear and that some boards of education may honestly hesitate to advance salaries in the manner which they desire because of the uncertainty of the ability of the district to make adjustments later if it becomes necessary. Some members of boards of education who bitterly resent the tenure act have in this confusion an excellent excuse for not doing what they do not wish to do for reasons other than the legal uncertainty.

In conclusion, attention should be drawn to alternatives open to local boards of education:

1. School districts might employ the plan suggested by the state department of public instruction. This, however, is of questionable legality since it is a supplementary contract, and in it the teacher gives undated consent to waive a legal claim which is hers. If it is legal, then each school board may employ it at all times, and the provision of the tenure act concerning demotion becomes essentially void; for if in the case of all increases beyond the state minimums a school district should have such a waiver of rights, it can reduce salaries on any base desired without regard to other teachers of same rank, et cetera. Then, even the opinion of the state supreme court that "demotion" does not occur when all are treated alike, would seem to have no meaning, for all would not need to be treated alike. In a school district in which teachers were paid considerably above the state minimum and in which teachers waived their rights through such supplementary contracts, it would then be possible to reduce to the state minimum those politically or personally distasteful to the board. Morale would be largely destroyed in this manner, and the contribution of the tenure act would be largely nullified. It is to be hoped, therefore, that this is not a sound legal procedure. If it is, the tenure act has failed in its purpose of giving reasonable security to teachers and encouraging the development of more competent professional personnel, and needs to be modified.

2. A bonus could be granted to teachers. This, however, is of questionable legality, and the board of education members might be surcharged for the sum involved. The law states that, "The use or payment of

⁵Ibid.

⁶Indiana ex rel Anderson and Brand, 303 U. S. 109.

⁷Commonwealth of Pennsylvania, Department of Public Instruction, Harrisburg, Mimeographed release dated November 13, 1941.

⁸Smith v. Philadelphia School District, 334 Pa. 198.

⁹Ibid.

(Concluded on page 54)

PWR — Its Significance, Scope, and Extent

H. W. Schmidt¹

Before tackling the agency about which this paper is written let us take a very brief overview of the school building situation. As the capital investment in school plants the country over reaches staggering proportions—over seven billion dollars now—it seems eminently fitting that a very definite place in our municipal expenditures and discussions be assigned to such a factor and that national attention be centered on problems relating to school housing.

About a year ago, and before we entered the war, school-building construction began to feel the pinch of the times' high cost, dearth of certain materials, lack of labor, and other factors—all straws which showed how the wind was veering around to an all-out-war-defense effort. Federal grants had ceased and even the WPA was backsliding, so far as building construction was concerned. Even so-called necessary (?) construction was sidetracked and held to clear the track for imminent government war-defense work.

The Present Problem

Since the fateful December 7, this situation has reached the final stage where, "no public . . . construction project involving critical materials may be started unless it is necessary for direct national defense or essential to the health and safety of the people."² Though this may not result in a complete cessation of all school buildings, especially those calling for noncritical materials (and this latter list is diminishing daily), yet it means the substitution of what may be considered inferior or less satisfactory materials or else very temporary construction. *The latter is definitely advocated by the government.*

The interpretation of the phrase, "essential to the health and safety of the people," is very questionable at this time. The broad interpretation of the past has given way to a much narrower one today, one which presents arguments that it is not necessary to expend very material sums to assure health and safety when comparatively insignificant sums will produce the same results. Permanency or desirability? No, but then, we are in a war calling for sacrifices all along the line and the schools will have to do their share. "Immediate desirability must be subordinated to vital necessity." In the final analysis it is not believed that the schools or the educational program will suffer irremediable damage if the present school-building programs are curtailed and only essential, and we mean essential, work be carried on. Operation, maintenance, and repair materials are still

available under Preference Rating Order P-100 of the OPM, giving a rating of A-10 to educational institutions.

In contradistinction to the schools' attitudes of 1917-20, school authorities are attempting to keep up their school plants to as high an efficiency as possible, even under present adverse conditions and it is well that is the case. To just let a school plant exist on its "condition inertia" is not a wise policy; but good judgment should prevail nevertheless, even if we have to resort to certain makeshifts—that is probably inevitable but a much better attitude than "let it ride."

True Purpose of PWR

This then brings us to the consideration of the PWR of the Federal Works Agency, with the National Resources Planning Board as co-sponsor and the Works Projects Administration as operating agency. This is definitely a postwar program (a Reserve Project Shelf) including, among other features, school buildings. Some people have the idea that the title refers primarily to school housing—far from it. School-building construction is likely to be but a small percentage of the totals involved. Of course, to the school administrator his problems are paramount.

To clear up this point let us quote from a pamphlet issued by the Federal Works Agency and recently issued in behalf of the PWR:

A tremendous volume of public work must be done in years ahead, merely to catch up with existing needs. Rehousing of badly housed masses of people, reconstruction of blighted urban areas, constructive solution of traffic and transportation problems, of highway and parking difficulties—these alone are of such magnitude that many people may be employed for years before the needs are met. Provision of recreational and educational facilities, proper sanitation, reclamation of soil and rivers, and provision for new or expanded public services, all represent a large volume of work needed right now. The problem is to decide which needs must be met first and how to plan so that each project fits reasonably into the pattern of local and national development. This is the challenge which faces our public officials and planners today.

May we emphasize, in part, the last sentence, "This is the (a) challenge which faces (us). . . ." Some of the experiences of the past three months, since the PWR was formulated as a definite policy of the FWA leads one to believe that the significance of that phrase has either not soaked in, to express it in the vernacular or has been ignored. We are referring primarily to the school-building situation, though no doubt other projects are by no means immune from the implication.

Long-Range Planning Wanted

In the first place, the program is not solely to catch up with the inevitable depreciations during a prolonged war period—

we had that experience after World War I—nor is it to replace structures which are not strictly modern, nor to build up a monumental school system nor to erect beautiful school buildings on the chance of getting something out of the grab bag. It is a conscious effort to permit school authorities to initiate a real forward looking, defensible, long-range school program, a program which is educationally sound, financially possible of achievement and one which has "lasting qualities." The intent is not to foster a hand-to-mouth situation or one conceived on the spur of the moment, but one which entails a careful study of all the factors involved; in other words, one based upon an analytical survey of the whole area, local as well as extended and even state wide. All this as a concomitant factor of the program of stabilizing employment in and during the inevitable let down of after years.

Without being hypercritical, one is at times forced to the conclusion that the above principles have been woefully neglected in quite a few instances and that apparently the details submitted to the authorities smack of a "champagne" appetite when even "water" is not readily obtainable—in other words, programs have been submitted on the supposition that "George will pay for it"; i.e., the Federal Government with its "inexhaustible funds." And yet there is no statement anywhere that federal funds will be available; of course, there is a distinct possibility that some form of aid may have to be given as an economical adjustment factor. But how much and when and under what conditions? *Quien sabe?* Maybe it is out of place to be old-fashioned and believe that even spending other people's money is a matter not to be looked upon lightly.

But a few comments made at the regional conference of the PWR held in Chicago early in January may clear up the matters just presented:

It is rather easy to list Capital Improvements . . . I believe very little thought has been given by the proposing agency to the operation of such a facility after it has been completed.

Every one of them (administrative agencies) is confronted with . . . problems requiring foresight: what shall be their attitude about present taxing power, how make money go farther, how can they best use their money, shall they seize this opportunity to reduce taxes, etc.

. . . the National Resources Board is . . . very much interested in the problem of comprehensive planning . . . not a plan developed and carried out by a . . . Board of Education, but a correlation of all plans . . . into a comprehensive whole. . . .

In some instances, . . . tax limitations simply will not stand up under the imposed load of capital improvements.

" . . . What about new or expanded services? Certainly (they) will be needed in some fields . . . but it probably also means . . . an even greater refinement of existing services."

¹Supervisor of School Building Service, Wisconsin Department of Public Instruction, Madison, Wis.

²Excerpt from letter of the War Production Board, dated February 14, 1942.

"In the planning there has been too much haste . . . each district imagined they needed a building costing from \$100,000 to \$1,000,000. The first . . . was for a district in a declining community. They have indicated a need for a school building for \$800,000. The assessed valuation of that district was \$400,000!"

Avoid Unwise Overexpansion

But why continue to bolster up a situation which is or should fundamentally be an integral part of the implications of the whole program? The last quotation is not one describing an isolated case; the writer can give specific instances within his own experience to duplicate it. One proposal was in form of complete plans and specifications for a building estimated to cost \$163,000 and the local district's maximum contribution could not exceed \$51,500. Who is going to pay the difference? Another one calls for an expenditure of well over \$600,000 for a high school to house 550 students. Even in the heyday of public expenditures a per pupil cost of nearly \$1,200 was approached with great trepidation. The local possible contribution was 60 per cent short of the cost. In both cases all parties, including architects and administrators, were aware of the financial situation, yet—also, in both instances present structures were sufficient unto the day, though not to be considered as very good.

What is one to think about such cases? Human nature being what it is, maybe one may expect such deviations from common sense. Is it a race to see what can be gotten from a future federal Santa Claus; is it a wild scramble to put in as big an oar as possible and gamble on the future "gold cure," or are these cases just due to bloomin' ignorance or "what's the difference, anyway"?

Possibly such instances and other considerations prompted the Public Works Administration to solicit the Office of Education's aid to act as a clearinghouse for such programs and projects. This agency, in turn, has requested the various state departments of education to screen the total data submitted to the latter (Form I, School Building Needs by Individual School Buildings) and submit to the PWR the data the departments approved or recognized as meritorious. It is understood that May 1 has been set as the deadline for presenting programs under this setup. As a partial guide, at least, the following questions, in brief, are considered fundamental as to policy, aside from financial and other considerations, and are submitted by federal authorities:

1. Do the needs recorded provide for the specific school services called for by the educational program of your state?
2. Is the building so planned to serve your contemplated future educational program?
3. Is the school-building need in accordance with the existing administrative organization of local school units?
4. Is the building need planned in accordance with a contemplated reorganization of local school units into larger administrative ones?
5. Is adequate provision made for the present and estimated future school population?

Out of all the discussion presented here it would seem as if we now had a background of sufficient clarity to formulate a few specific "Rules of Conduct" to guide us in formulating school-building needs in defensible terms. We are, of course, still considering the PWR.

What Surveys to Make

A. Except in comparatively few cases, long-range planning and surveys of affected areas is indicated. Such investigations should be made in terms of:

1. Existing school organizations on a wide basis, county or state
2. Implications of any change in such organization
3. The local (district) organization and any impending change



Ellis O. Hinsey Photo.

The future of American teaching is in the hands of the college graduate.

4. A study of the local educational program and its future policies
5. The future outlook. Though prognostication is fraught with danger, neither myopia nor presbyopia should be developed—"normal vision" is preferable
6. A study of present facilities and the needs either to perpetuate them, increase them, "renovate" or discard them.
- B. A study of the correlations of the above factors with the local, county, or state policies, so as to provide a system of government which will cohere.
- C. The financial structure. Studies in relation to:
 1. Ability of local (district) to finance the present or future program
 2. Financial contributions other than those derived from local sources
 3. The tax structure of the community and other municipal areas
 4. Possible revenues other than those to be relied upon (federal?)
 - D. The development of school building plans, if necessary, as part of the previous studies and analyses.
 1. Of sufficient capacity to serve the educational and civic programs (comprehensive)

2. Flexible, to permit adaptations to any future programs

3. Plans to be kept reasonably within the prescribed financial conditions. This does not exclude wishful thinking so far as "extraneous" funds are concerned, but it does or should preclude injudicious reliance upon them in the hope that lightning will eventually strike.

May we close by quoting from a pamphlet of the PWR. This quotation seems to sum up the whole situation, especially when the significant words received their proper emphasis:

"To aid and encourage the governmental bodies in wisely programming for a period of years their services and improvements on a priority basis of relative need and expediency."

"By so doing to establish on a national scope a known reserve of useful public work which can be used to stabilize employment during periods of economic stress such as may be expected at the close of the present defense activity."

As stated before it has been found too frequently that the significant factors of the first quotation have not been appreciated and it is hoped this brief article will clear the air of the fog of misunderstanding—as the writer sees the whole problem in its intent and purpose.

Teacher Rating Trends

Psychologically Examined

James M. Lynch, Ph.D.*

Teacher rating, under whatever approach it is pursued, represents the psychological aspect of school supervision and administration. Whether considered in terms of teacher qualities, teacher performance, or pupil achievement, it deals primarily with personality, intelligence, attitude, interest, appreciation, individual differences, emotional adjustment, learning, skill, habit formation, thinking, testing, etc.—all dominant topics in psychology, especially since the rise of the applied-science point of view in that field. Naturally, with so close a relationship existing between psychology and the rating movement, it is futile to expect a valid and efficient rating program apart from the findings of psychology.

The goal of all rating plans is professed to be "scientific evaluation." Their champions see no reason why the application of exact knowledge to teaching appraisal would not accomplish results equal to those obtained by the applications of the natural sciences to the physical world. And just as the objective methods employed in the realm of physical science identified exact knowledge with quantitative precision, so in handling the problems of judging teachers and teaching practices, they sought to replace crude measurements in terms of *mere descriptive words* by orderly and systematic mathematical computations.

Like Lord Kelvin, their belief is: When you can measure what you are speaking about and express it in numbers, you know something about it. There was, particularly in the earlier days, the same conviction that ordinary observation is not scientific; the same desire to insure against inaccuracy and indefiniteness; the same belief that evaluation should be determined and expressed numerically and that the qualitative can and must be reduced to the quantitative. Detailed analysis and the assumption that the arithmetical sum of the measurements of discrete elements (of a complex activity) gives a true picture of the whole mark the entire movement. Thus, with variations, the following typical instructions and directions might be taken from almost any rating card:

Each quality is to be judged without reference to other qualities.

In rating, five marks are used. As these marks are very definite and include all necessary cases, plus and minus signs should not be used.

The final rating is the average of three ratings—those of the superintendent, the principal, and the supervisor.

What "Scientific Rater" Sees

Always, the ideal is objectivity. And since the simpler the units into which the

teaching act can be analyzed, the more objective the evaluation; the "scientific" rater does not trust his general impression. He trains himself to observe the teaching process "one bit at a time"—to keep down to "facts" that can be measured in the "pure" state, and quickly recorded on paper in appropriately labeled blanks. Consequently, he does not see a human adult helping young people to learn—he sees a neat or careless appearance, good or bad blackboard writing, too much or too little light in the room; he feels correct or incorrect room temperature, excellent or fair or poor ventilation; he hears a pleasant or unpleasant voice, clear or indistinct enunciation, grammatical or ungrammatical sentences, and well or poorly formulated questions. The sum or average of the numerical scores obtained under each of the separate headings (personality, method, room management, discipline, etc.) and subheadings of the rating sheet, it is emphatically claimed, is synonymous with teaching ability.

Psychologically, at the time that the rating movement was making headway, this claim was in a strong position; its proponents could appeal for support to concepts derived on the basis of careful laboratory experiment, and therefore, proof against all error. At that time, the "constancy" attitude prevailed in psychology, and consequently, colored all of its experimental setups and findings. The theory on which the whole science rested was that certain constants—basic elementary response units corresponding to the elements of chemistry or the atoms of physics—were common to all individuals and sufficient to explain the unique personality of each. These psychological elements were uncovered by minute analysis, and then put together again by what were known as the principles of association. The outcome was a stiff, mechanistic, unreal individual as unlike the actual individuals in the pulsating life outside the laboratory as it could possibly be.

Scientific psychology, however, appears to have undergone a change in character. It is not so optimistic about imitating the early procedures of the physical sciences by reducing living situations to supposedly more observable and measurable fragments. There is a general feeling that psychology has not yet reached the stage of development at which it can treat personality in the exact and quantitative terms characteristic of such well-developed sciences as physics and chemistry. Pratt, for example, in emphasizing the present tentative and insecure status of the laws of human nature, points out that "the dimensions of personality have not yet been

quantified well enough to permit of accurate measurement." According to Aveling, who holds that the state of contemporary psychology is really not so bad as it seems, "a good half, and perhaps the more important half, of personality is still largely a closed book to us, so far as any exact scientific knowledge is concerned."¹

Personality Not Mosaic of Elements

What modern psychology is sure of is that personality is not a mosaic of independent elements. Innumerable investigations have demonstrated the superiority of studying the individual as an organized whole rather than as a collection of separately rated traits—even in cases where the latter contain many more facts. No matter how diverse the various approaches to personality, there is an astonishing agreement in that all reject the assumption that the summation of isolated parts constitutes the total personality. Adler emphasizes the indivisible unity of the human being, and the Gestaltists protest vigorously against the reduction of the personality to elementary, segregated traits. Even Lashley's behavioristic experiments have cast doubt on the "compound of simple reflexes" theory. The scientific conception today is that of an integrated organism, "a whole that responds as a unit to the varied situations of life, physical and social, an organism that functions in a total integrated pattern of behavior."²

Hence, modern psychology strives to account *directly* for behavior. Since, from its standpoint, wholes are the typical data of investigation, they must be preserved in appraising human nature and conduct. Asserting that we are not any nearer to "accuracy" by dividing and subdividing human activity into separate, smaller pieces, it frankly takes the larger facts of everyday life as its fundamental data. Isolated parts found by reducing complex patterns to simpler units, it contends, are not more "scientific" than undivided behavior any more than sodium and chlorine are more scientific than common salt. A round or sharp object cannot be described better in terms of simpler characteristics which are none of these; interpretations and evaluations are always qualitative. Psychologically sound conclusions, therefore, require immediate "undivided" observation of actual life behavior as it occurs in practical, living situations rather

¹C. C. Pratt, *The Logic of Modern Psychology*, (New York: The Macmillan Company, 1939), p. 115.

²F. Aveling, *Psychology: The Changing Outlook* (London: Watts and Company, 1937), p. 144.

³W. H. Burnham, *The Wholesome Personality* (New York: D. Appleton and Co., 1932), p. 679.

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than measurements of the artificial products of analysis.

Rating Plans Are Changing

It is interesting to note that changes in emphasis and the introduction of new emphases, in the field of teacher rating, seem to indicate an increasing approximation to the viewpoint of modern psychology. As far back as 1914, there were signs of a tendency away from the practice of regarding personality *per se* as the "be-all and end-all" of teaching competence. In the rating plan of the Philadelphia board of education, published in 1922, "the personality of the teacher is to be considered merely as it functions in *instruction, management, and cooperation*, and is not to be regarded as a separate element in rating." L. A. King's study of the status of teacher rating, as of 1925, found "a growing tendency in emphasizing the measurement of the *work* of the school and teaching results, rather than the personal qualities of the teacher." More recently (January, 1941), an editorial writer in the *School Review* speculated, as follows, on the circumstances under which technical competence is more important than personality.

A reasonable hypothesis is that, in the degree to which the child's school experience makes much sense to him and captures his enthusiasm and imagination and provokes his curiosity, he is less apt to be impressed by his teacher's charm. He wants someone around who can answer his questions or can direct him to places where he can locate the answers. Conversely, in those schools where pupils see little relation between their learning experiences and what they deem important, the teacher must be either charming or muscular to keep them in the room.⁸

There is evidence, in the recommendations proposed by many students of appraisal techniques, of a widespread tendency toward centering attention on the individual as a whole. It is being recognized more and more that a teacher's *real* ability bears little relationship to the results obtained by adding the values assigned to analyzed factors rated separately. Thus, Pestalozzi, who had everything against him analytically—thick, indistinct speech, bad writing, ignorance of drawing, scorn of grammatical learning, and an appearance which made him "the laughing stock of the passer-by"—became the cornerstone of modern elementary education. Froebel, who was awkward in appearance, indifferent to the conventionalities of life, and incoherent and hardly intelligible in speech, is rated by the history of education and by the normal schools and teachers' colleges of today as a master teacher. "When we examine the work of an individual teacher in an actual

situation," writes Thayer, "we may be surprised to find that neither appearance nor personality (considered as the sum of the parts—poise, health, judicial sense, etc.) tally with our system of rating. Traits of one value in the abstract or on the average seem to equal a different value in certain concrete combinations with other traits." "It is the total pattern of the personality which counts, how the various characteristics harmonize with each other and with their social setting which determines the effectiveness of the teacher, not their arithmetical sum."⁹

Total Teaching Process of Concern

A closely related trend in the direction of a greater concern for the total pattern of the teaching process, too, is becoming more pronounced. The various protests against short-time observations, "hasty inspections," "infrequent visitations," etc., in evaluation practices, reveal an underlying conception that the individual behaves as a whole. The consensus of opinion seems to be that judgments of teaching technique founded on two or three brief visits, whether made by the supervisor or one each by the supervisor, principal, and superintendent, have no more standing, so far as accuracy is concerned, than would a seasonal rating of a big-league baseball player on the basis of the number of hits, runs, and errors he made in the third inning of the seventh game. A recognition of behavior as a total pattern in time as well as in cross section is becoming more apparent in the tendency to make rating procedures "long-time studies." As Thayer points out, the rater can gain more insight into a teacher's ability through frank conversations, intimate association on committee work, informal discussions about educational problems, mutual visitation of classes, and the like, than from a score card.

Further evidence that reduction to relatively segregated traits is not the "scientific" way to evaluate human personality and its behavior is indicated by a genuine movement away from the traditional "pigeon-hole" methods of rating in which the various headings and subheadings of the rating sheet are considered independently, as if separable from all other activities. Raters are taking a position in harmony with the assertion of modern psychology that wholes are the first data given in experience, and that the whole determines the nature of its parts. In fact, Knight proved this contention experimentally in a study of the correlation between a rater's general estimate of a teacher and his scoring of the teacher on specific traits. He found that the ratings of particular traits were influenced by the general esti-

mate of the teacher—that "particular judgments are simply defenses for, or justifications of, the general opinion." "It seems fair to conclude," he writes, "that in judging particular traits, general estimate influences the particular estimate to such a degree that judgments of particular traits are in themselves of little practical use."¹⁰

Emphasis on Qualitative Evaluation

With respect to changes in the type of marking system used in rating, the emphasis is increasingly on the role of the direct observation of qualitative characteristics in evaluation. In the 1922 Philadelphia rating plan, referred to above, the directions specified that "the subheadings are items of varying importance, but are not in any case to be given separate numerical values." In 1924, Philadelphia replaced numerical ratings by literal ratings: "S" for "satisfactory" and "U" for "unsatisfactory." In his 1925 study, King found that "descriptive words are used as methods of rating more often than figures or letters."¹¹ Obviously, analytic observation is proving less and less satisfactory; the results it yields "without error" seem to give no assurance of accuracy relative to the factors that are really important in judging a teacher's worth. In the words of Trow, "when it comes to putting down a few points for health, a few for method, a few more for personality, and so on, adding them up to make a total score—the thing just doesn't make sense . . . these scores, even granted that the traits are accurately judged, should not be confused with teaching ability."¹²

⁸F. B. Knight, *Qualities Related to Success in Teaching*, Teachers College Contributions to Education No. 120, Teachers College, Columbia University, 1922, p. 60.

¹⁰L. A. King, "The Present Status of Teacher Rating," *AMERICAN SCHOOL BOARD JOURNAL*, Vol. 70, Feb., 1925, p. 46.

¹¹W. C. Trow, "How Shall Teaching be Evaluated?" *Educational Administration and Supervision*, Vol. XX, Apr., 1934, p. 269.

For Victory



**BUY U. S. BONDS
AND STAMPS**

⁸Circular of Information: "A Rating Plan for Teachers," Board of Public Education, Philadelphia, Pa., May 15, 1922.

¹⁰L. A. King, "The Present Status of Teacher Rating," *AMERICAN SCHOOL BOARD JOURNAL*, Vol. 70, Feb., 1925, p. 46.

¹¹Personality and Technical Competence," *The School Review*, Vol. XLIX, Jan., 1941, pp. 3, 6.

¹²V. T. Thayer, "Teacher Rating in the Secondary Schools," *Educational Administration and Supervision*, Vol. XII, Sept., 1926, p. 369.

¹³W. C. Trow, "How Shall Teaching be Evaluated?" *Educational Administration and Supervision*, Vol. XX, Apr., 1934, p. 269.



A class of the Billings school system on the air. Extreme left: Mr. Earl E. Tiffany, chairman of the school board, telling about his visit to a second grade class. Right center: Mrs. Val Ryan, teacher of the second grade. Extreme right: Miss Olive M. Scholz, speech consultant and director of the broadcasts.

BILLINGS SCHOOL BOARD MEMBERS ON THE AIR

School-board members go on the air along with classroom groups when the public schools of Billings, Mont., are brought to that community in the weekly series of "In Our Schools" programs broadcast over station KGHL.

Alternating in the role of class visitor, the school-board members cooperate with teachers and pupils in presenting radio adaptations of typical classroom projects. While Superintendent M. C. Gallagher has acted as reporter on most of the programs, the principals of the senior and junior high schools as well as the board members have had the opportunity of doing the same.

The photograph accompanying the article depicts a typical program being broadcast from the choral room of the senior high school. In this broadcast a program on safety—the youngsters told of their first experience sliding down the school's spiral fire escape; they discussed fire prevention and what to do in case of fire; they reported their visit to the city's new fire station, etc. The 1942 series of broadcasts running from January to June in which all grades from the second to the twelfth are participating, features music programs and a variety of interesting and informative sketches on the history of the community, nursing service, and the like.

The aims of putting the Billings schools on the air are many. The first purpose is, of course, to acquaint the public with school activities and the school personnel,

including the school board. These programs are also designed to encourage contact between city officials and the schools, to motivate worth-while classroom projects, to make pupils, teachers, and parents speech conscious, and to afford to many the valuable experience of going "on the air."

SCHEDULE OF RADIO BROADCASTS IN OUR SCHOOLS

Over KGHL Thursdays, 3 p.m.		
Jan. 8	Billings—Then and Now	3rd grade
Jan. 15	Creative Dramatics	2nd grade
Jan. 22	Spelling Club	6th grade
Jan. 29	Parliamentary Law	8th grade
Feb. 5	Philosophy of Parliamentary Law	10th grade
Feb. 12	Chorus	H. S.
Feb. 19	Fire	2nd grade

Feb. 26	Bicycle Court	H. S. & 3rd grade
Mar. 5	What to do—Safety	4th grade
Mar. 12	Wheat	3rd grade
Mar. 19	Beets	Ungraded
Mar. 26	Chorus	6th grade
Apr. 2	Nursing Service	Staff
Apr. 9	The Body	4th grade
Apr. 16	The Earth	3rd grade
Apr. 23	Calcium Carbonate	6th grade
Apr. 30	Orchestra	H. S.
May 7	Book Club	4th Grade
May 14	Creative Writing	12th grade
May 21	Readers Digest Study	12th grade
May 28	Chorus	8th grade
June	Concert	Music Dept. H. S.

Responsible for all details of production are:
Music programs: Charles Cutts, Music Supervisor.
Classroom lessons: Olive M. Scholz, Speech Consultant.

WHAT SCHOOL BOARDS MAY DO TO PLACE THEIR SCHOOLS ON A WARTIME BASIS*

1. Provide for all known safety precautions for the children.
2. Secure best available teachers for all schools.
3. Support a program that places a complete, continuous, and consistent emphasis upon:
 - a) Maintenance of morale
 - b) Health and safety morale
 - c) Character and citizenship traits
 - d) Reading skills
 - e) Conservation.
4. Give very careful consideration to the 1942-43 budget, the most crucial in 20 years.
5. Have school facilities ready and available at all times for an emergency, whether on week ends, or in the summertime.
6. Give the local and county councils of defense, Red Cross, draft boards, ration boards, Salvation Army, and other agencies all possible cooperation.
7. Encourage systematic sale of defense stamps in all school buildings and encourage all school employees to buy Victory Bonds.
8. Be prepared to assist in the training and retraining of defense workers and to give the adult population instruction in food conservation, nutrition, air-raid precautions, and other fields as the need may arise.

*Prepared by Charles H. Boehan, Superintendent of Schools, Bucks County, Pa.

Youth and the Future'

Edward A. Fitzpatrick, Ph.D.

(Conclusion)

Health and Fitness. Health is not a special youth problem in the sense that occupational adjustment is, but it is nevertheless very important. Bad health habits are frequent and impaired health is common. There is abundant evidence of physical deficiencies among college students, and reasonably complete health facilities and good health programs are the exceptions. "A few forms of physical disaster are especially common in youth—rheumatic heart disease, venereal diseases, tuberculosis, and appendicitis." The basic problem here is nutrition. There are three approaches to the health of the whole population including youth: (1) public health engineering, (2) health education, and (3) individual medical care. A happy phrase is used to describe a class of people able to support themselves generally, but unable to meet the high costs of medical and hospital services, i.e., "medical indigents." The policy of health insurance is recommended for study, if not for present action. Health insurance is called the only remaining omission in our system of social insurance. Special rehabilitation is recommended, and a free thorough examination of everybody at age 18, and the year following should be devoted to youth health year. The physical effects of enrollees of the CCC work camps and the NYA resident centers is recommended. The comprehensive health program of the CCC is commended which includes: (1) physical examinations, (2) remedial attention and care for specific defects, (3) food adequate in abundance, quality, and variety, (4) physical work and exercise, (5) adequate amounts of sound sleep, (6) good environmental conditions, (7) recreation, and (8) health education for self-directed health habits. The perfunctory annual physical examinations in elementary schools should be replaced by thorough physical examinations every second year or two, with follow-up work. There should be no reluctance to curtail or eliminate interscholastic athletics in times like these. School lunch programs should be made universal.

Delinquency and Youthful Crime. The section on delinquency and youthful crime opens with this sentence: "Antisocial conduct in its more serious forms is not evident among any large proportion of young people and has perhaps been overemphasized as a youth problem." The next paragraph opens with this sentence: "Though crime may not bulk large among youth, young people are a disturbingly large element in crime."

The social costs of crime are great, but the causes, too, are largely social. Family life with its lack of parental control, strained emotional relations, and persistent economic difficulties

is one cause. Schools with their misreading of capacities, promotion of frustration, grudges and antagonism, and failure to provide genuine opportunity for mental, emotional, and moral development are another cause. The public health program with its failure to attend to nutrition and other physical safeguards is still another cause. The economic system with its failure to provide for employment, the lack of public recreation facilities, and the social deprivation of helpful contacts are additional factors in encouraging the rebellious attitude against society. To help remedy the situation the environmental factors must be made helpful instead of frustrating, and youthful offenders must have more intelligent and sympathetic treatment as in the proposed Youth Correction Authority.

Citizenship. The chapter on Citizenship opens with some brave words about the spiritual foundation of citizenship. It says: "The assumption upon which the democratic ideal is founded is that human personality is sacred and therefore endowed with prerogatives that are inviolable. Democracy is a form of social organization that accepts the dignity of the individual as an act of faith. . . . Democracy's ultimate safeguard is the enlightened conscience of the citizen. Being a government of the people, by the people, and for the people, it must depend on perpetuation upon the moral integrity of the people."

And a longer paragraph which is general—hardly specific and incisive, says: "It is significant that every attack by contemporary tyrannical government on human rights has begun with an assault on religion. Those who see human beings as nothing more than creatures of the state begin their attempt to break down human dignity by seeking to destroy all contact with the Divine. Yet it is everlastingly true that man does not live by bread alone. Bread is only a means to an end, the end being the progressive improvement of that which in men and women is truly human: their competence in the realm of the ultimate values of life."

The parents, the agencies of religious education (which have a unique function in this area in view of the moral aspects of training for a democratic social order), the voluntary character building agencies, the juvenile courts, and welfare agencies, all have a function in the training for citizenship. Generally speaking, the discussion is conventional, not developing in any way its brave words of the introductory paragraphs. Notice should be made of three things: First, two levels of citizenship are described as *conforming* citizenship, the irreducible minimum for order in our social life, and the *contributing* citizenship includes wider knowledge and an assumption of greater responsibility. There is this comment in the schools participation in training for citizenship: "Many different types of technique are available to schools in connec-

tion with the function of training for citizenship. Most schools use only one or two of these possible techniques, and only a few schools have balanced programs which use a combination of all the tested methods. The American Youth Commission therefore commends to all school boards and school administrators the report of the Educational Policies Commission, *Learning the Ways of Democracy*. It is one of the most valuable books on educational methods in a generation, precisely because it is based on a search of the country for the most illuminating examples of effective ways to assist young people in learning the ways of democracy."

Mr. Studebaker's favorite topic of public discussion—which is our second topic—is approved and so are free speech and free assembly. The comment on this subject ends with one of the strongest sentences in the report proper:

To distract attention from the real and dangerous diseases that can threaten democracy by hysterical rejection of the curative though irritating processes of public discussion is un-American and might be suicidal.

The third topic is national defense—an elementary duty of citizenship. Selective Service is approved and the call of annual classes of men after the war for a period of compulsory military training is a possibility. This will require many adjustments. The hope is expressed it may not be necessary. If it is, the Commission is in favor of all necessary steps. The final topic is the need for promoting understanding of foreign people very much better than we do, and the different races entering into our own population, to minimize racial antagonism and to promote cooperation.

V

Responsibility for Action for Youth

Action in Local Communities. The next section deals with responsibility for action for youth. First of the agencies to consider is the local community. In many localities schools show no interest to children who drop out, and they say an "emphatic farewell" to their graduates. "The American Youth Commission would like to submit for discussion the thesis that sometimes public school administrators have been unhappy in recent years primarily because they have been attempting to reconcile the irreconcilable: a conception of education as broad as life and a tendency to think of the public school as responsible for all education. This latter tendency sometimes takes the form of objection when other agencies begin to carry on educational activities incidental to their major purposes."

Other agencies help in education: homes and families, public agencies, nonprofit agencies, employers and labor organizations, public health agencies, and other social institutions. The schools, therefore, cannot be held re-

¹American Youth Commission, *Youth and the Future*, American Council of Education, Washington, D. C., 1942, p. 290.

sponsible for all aspects of youth education. The Commission hopes educators will rise to their responsibilities for out-of-school youth. There must be among all agencies an ability to think in community-wide terms, and a willingness to submerge personal or agency interests in cooperative effort. Local resources and local leadership should be used in a local survey and for a local program. Local mayors and city managers should inform themselves on the whole youth problem. Local leaders and agencies should hold periodic conferences, cooperation should be had with state and national organizations and programs. The development of an organization to coalesce all the youth agencies is necessary. A simple principle is urged: The community should start where it is and build upon what it already has.

Action in State Governments. Action by state government is next discussed. In the American federal system the relative role of state governments as compared with that of the Federal Government has continually declined. It is pointed out also that while the amount of state action increases in volume it decreases in relative importance. Two proposals are made to improve what the state does: administrative consolidation and inter-departmental machinery. These do not go to the essence of the problem, nor do they consider in any way the great advantages of decentralization.

Action of the Federal Governments. The next chapter deals with the place of the Federal Government. The report asserts that our unhappy division and confusion regarding the place of the Federal Government in the total scheme of our social institutions grew out of our history of our attitudes toward poverty. Poverty results directly or indirectly from the operations of an economic system which is nationwide in its scope. A larger part must be played by the Federal Government. The use of federal funds for the welfare of all the people may be accomplished in two major ways: by direct federal administration of some social services and by federal appropriations to the states or to their local subdivisions for the support of some social services under the direct administration of the state and local governments. There is a discussion of federal agencies particularly of the United States Office of Education.

Responsibility for Planning in Relation to Action. The responsibility for planning—long range planning—is diffused. It should go on in an orderly fashion concurrently at the local, state, regional, and national levels. Conferences of representatives, groups at all levels, must continue the planning and promote the cooperation themselves. Youth itself must participate socially in these cooperative and co-ordinating efforts as well as attempt the solution of its personal problems. Adults must participate and help furnish the necessary guidance, training, and assistance. All this creates machinery but offers no especial insight or special means to solve the many problems involved in the future of youth as well as youth and the future.

VI

Meaning for Life

Frankly, the best part of the report is the conclusion which is more in the nature of an appendix to the report than an integral part of it. As was already intimated, it is quite different in the quality of its style and in its ideology. The report would have been raised to new high levels if this had been the first chapter and its controlling idea had been basic in the whole discussion. Its manifestation is the difference between genuine insight into the problem and the often pathetic piecemeal analysis of a problem and the accumulation of data which leads into an area of routine instead of into the area of insight. Its theme "is the actual and potential interior meaning of life in modern industrial society as it affects the younger generation." The war is the life and death center in our day but this is only temporary. Even employment, vital as it is, is not so important in modern times as it has been in other periods, when not fancifully, but as a plain matter of fact it was the life and death element in most individual lives. For us we are seeking "a way of life that makes life worth living."

A way of life satisfying and rewarding to the best and finest qualities we have—those qualities which deserve to be called creative. This is called a divine instinct and there is no finer use of it, the author thinks, than to make of the relationship between human beings something enduring, stable, and beneficial: the creative use of the raw materials of life, physical, intellectual, social, spiritual into something of usefulness and beauty. To save this quality from atrophy caused by disuse or from warping caused by misuse is our first duty. A distinction, which the report proper seems to be confused about, namely, that between work and a job is regarded as a concept that deeply affects our understanding of life. There are two new factors in earning a living work brought home by modern industrial organization. One is the great shortening of the time devoted to this, and the second is that in the majority of cases the work is less and less interesting to the person who does it because of its monotony and its lack of stimulus in the exercise of the instinct for creative self-directed activity on which in the long run zest in life depends.

The plain fact is that the productive processes make no obvious sense to the people who perform them. The family-sized farm, the author tells us, is a "way of life" that gives meaning. Very little of our modern industrial life has one job that has as much of the old zest as the "trouble shooter." This discussion reminds me very much of the discussion of Franklin in "Bill's School and Mine" in which he compared the zest and happiness in life on a Kansas farm to the kind of life Bethlehem Bill is having in a public school with certificated teachers and a mansion for a school building. The lack of interest and of stimulus in the work of modern youth is compensated by the fact that only half the number of hours which their great grandfather gave to work is spent on

earning a living. The central problem is thus excellently expressed:

To the eye of wisdom, the really significant, fundamental way in which industrial efficiency has changed our daily life from that of our forefathers is not providing the dazzling array of useful and agreeable gadgets-for-sale such as bathtubs, automobiles, steam heating, beauty parlors, which make our days physically more comfortable, cleaner, with a higher surface finish, faster, and more complicated. That new element in daily life brought to us by modern conditions which is unprecedented, momentous, and fundamental is freedom from the necessity to labor hard for very long hours every day in order to survive. In other words, much as we fear the sound of the phrase, much as we shrink from the grave and unescapable personal responsibility it lays upon each one of us, desperately as we try to camouflage the reality behind the phrase, the new life element is leisure time.

This problem has been ignored for many reasons. One is fear. The fear that if we admit that resourcefulness and ingenuity determine the quality of human life almost as much as raw materials, then ungenerous and reactionary people would use this as an argument to oppose the distribution of raw materials more equitably. There are two ways to manage life. One is to make the best possible use of the situation and the other is to make the situation itself better. The best attitude, of course, is to do both. But unfortunately, in our social life such is the limitation of our minds that by showing how to make more satisfactory use of a situation as it stands we endanger our chances of getting help to improve it. Another reason is the failure of many intellectuals to recognize that we have to learn to use the greatest assets in our modern lives—hours free from the immediate compulsion to work for pay. Another contributing factor is the familiar linguistic confusion arising out of the use of old words and new meanings. To use the old industrially sufficient "home" as applying to the contemporary insufficient "home" brings out the point. Another reason is the more or less conscious turning away of the leaders of humanity from the problem itself because of its spiritual connection. Unless we solve the problem of leisure time we will not be able to unlock the doors to a decent human future. The decision we must make is thus stated, "We do worse than omit any attempt seriously and intelligently to prepare them to make a creative use of this new priceless treasure. By the shallow, inept mental attitude we assume, we tacitly acquiesce in the prospect that they will, like so many of us, make the choice when confronted by the solemn searching responsibility for a free-will decision between materialistic, passive triviality and the opportunity to acquire that rich, expanding, deepening personality which grows up from the strong root of creative effort." And a final reason is thus stated by the author:

Finally, to these various natural reasons for the odd conspiracy of silence on the part of seriously thinking people about the great subject of preparing youth to do what they might in creating a satisfying way of life out of the free-time aspect of modern conditions, there certainly must be added another,

natural enough, but not so respectable: the rushing pounce of the modern profit-making instinct to exploit commercially the transforming changes in modern lives.

It is more surprising, the author thinks, that we have slipped or slid helplessly into innumerable noncreative, inactive, futile ways of spending the new free time. In our dissipation of leisure time there are no character calories and personality vitamins. One evidence of it is the growth of business called "cosmetology." Another is the size of the motion picture industry with the public's "almost frightening eagerness for passive, ready-made amusement, bought at a price." This leads into a discussion of confusion regarding the nature of money and the use of money. Probably the whole situation is summarized in the illustration of a legendary Persian potentate who said that he could not understand why Occidentals, with money to pay people to dance for them, went on dancing themselves. This goes along with our listening school and listening audience and our bleacher athletics.

Almost a direct answer to the report proper is the section given over to youthful apathy during the depression.

Many thousands of young people were "unemployed"; that is, they were not able to get jobs. That they were still perfectly free to work, in ways which would enormously have increased their own comfort and have given them much pleasure, did not occur to them.

This led them into the "unwritten but unescapable syllogism which imprisoned them: they could make no useful or enjoyable use of their leisure time," because they had no money. The author quotes the sentence from Huxley: that "the sense of usefulness is the severest shock that the human system can sustain" and she says, unmindful apparently of what the first section of the report says, "We forced this shock upon our younger generation by tacitly conceding the insane limitation of the concept of usefulness to paid jobs." The thing that shocks the author is the extraordinary paralysis of the almost irresistible impulse of youth to be up and doing—youth, who are "biologically crammed with physical stimuli to sociability, to adventure, to ardent, spirited play, to that movement for its own sake which their elders impatiently call 'restlessness.'" The second part points out that youth get their action in reckless speed, fitfulness, sexual unrestraint, and alcoholism, particularly among well-to-do youth. The pathetic thing is that they do not dream that the opportunities for durable and satisfactory joys lie all around them. They do nothing that results in individual skills.

The fine flower of human work done under the pressure of material need was skill—the ability to do something well.

They do not see the opportunity nor appreciate the opportunity for the creative "instinct to shape the raw materials of life from mud to human governments, from personal relationships to wood and steel and stone." They have not learned the lessons of the lives of artists or creative workers in all the arts, fine craftsmen, scholars, and saints—whether it is Pasteur, Beethoven, Pascal, or St. Francis.

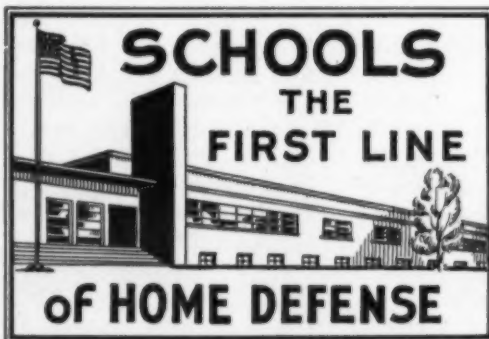
When there has been created in the past an

aristocracy, or an upper class, or a leisure class, it has unfortunately often "lapsed into intellectual stagnation or become absorbed in the tinkling, brittle trivialities that comprise what is commonly designated as fashionable life." What we are developing is an absorption in random time-killing entertainment and the low-grade pleasures of possessiveness. And these are dangerous to personality.

There is hope for the future. There is a grave and momentous responsibility of free will laid upon the human spirit. We must choose between the flabby, passive, easy, effortless use of free time which makes of any human life a tale told by an idiot and a coherent persistent effort to handle creatively the materials available to us in human existence. The life of the potter who after his "job"—the pitcher—was able to be used for carrying water tried to make the design more shapely expressing beauty. The extraordinary extension of musical skill and practice in our high schools is a fine sign. The organization of a Committee on Research in Cleveland to help young men who want to investigate anything from Chinese philosophy to the psychology of humor, is another sign. Our American habit of forming a Committee which is oftentimes so futile may be the instrument by which we can effectively stimulate and organize the means to make problems for the creative instinct. Long ago even de Tocqueville noted this as a significant part of our American life. The need to change our whole attitude toward this free time that is available and particularly assumptions by the intellectuals and leaders of public thought who ignore or underestimate the fact that youth is the sowing of seed that brings its fruition in adult years. "Waste spending" this time in nameless and profitless play and in mere pastimes is stupidity.

One of the great questions which we totally neglect in our whole discussion of youth is the value of time. This is well accomplished in the cultivation of the skills as the report points out as so significant. But skill here has a wide meaning—"Skill means doing something—anything reasonably worth doing—well." This necessity for developing the skills is not the rare prerogative or privilege of an elite. It is the necessity of everybody.

This discussion of the meaning for life concludes as it naturally should on a final word about the spiritual and as its starting point it takes the sentence of Dr. George Johnson: "The bond between man and his God is at the same time the fundamental bond between man and his neighbor."



The note that the discussion starts off with is that passively enjoyed material comfort can never make life worth living, and that youth by nature is not in danger as older people are from materialism in the shape of ease. And the author raises a question very properly from the standpoint of the spiritual that must certainly have passed through the minds of all readers of the report, namely:

But are young people safe from that pale shade of bribery called prosperity? If it were possible for older generations so to arrange life that each youth had a congenial job, opportunities for enjoyment, a satisfactory degree of worldly success, recognition as a contributing member of the community—all the reasonable advantages with which this Commission has been so long concerning itself and of which this report has treated in such detail—would youth still be in a worse danger than in the absence of all these, the danger of thinking that such success is all there is to human life?

There is a strong plea to recognize the spiritual in life and in every creature for it is fundamental, and the questions are asked: What are we going to do with the youth who might revive his childhood faith who has been brought up without any training in religion or who will be indifferent to religion, or who are hostile to religion? The answer must be found in the simple, large, realistic, humanly adaptable suggestion that "we seek and serve the goodness of God by being good to one another." In this way we open the door of escape from the prison itself, and prepare in this fellow feeling for the very bond of peace.

INCREASE SCHOOL TAXES

The citizens of Birmingham, Mich., have recently approved a 2½-mill extra levy for school operating purposes, for a period of five years. At least 75 per cent of this increase will go to the instructional staff for the new salary schedule adopted this year.

The successful conclusion of the election was due to a systematic educational campaign, conducted by the board of education. The entire board held a series of public meetings, at which each member discussed a certain phase of the problem. Each meeting was followed by a spirited discussion. The campaign was effective in obtaining a majority vote of over 75 per cent for this increase in millage.

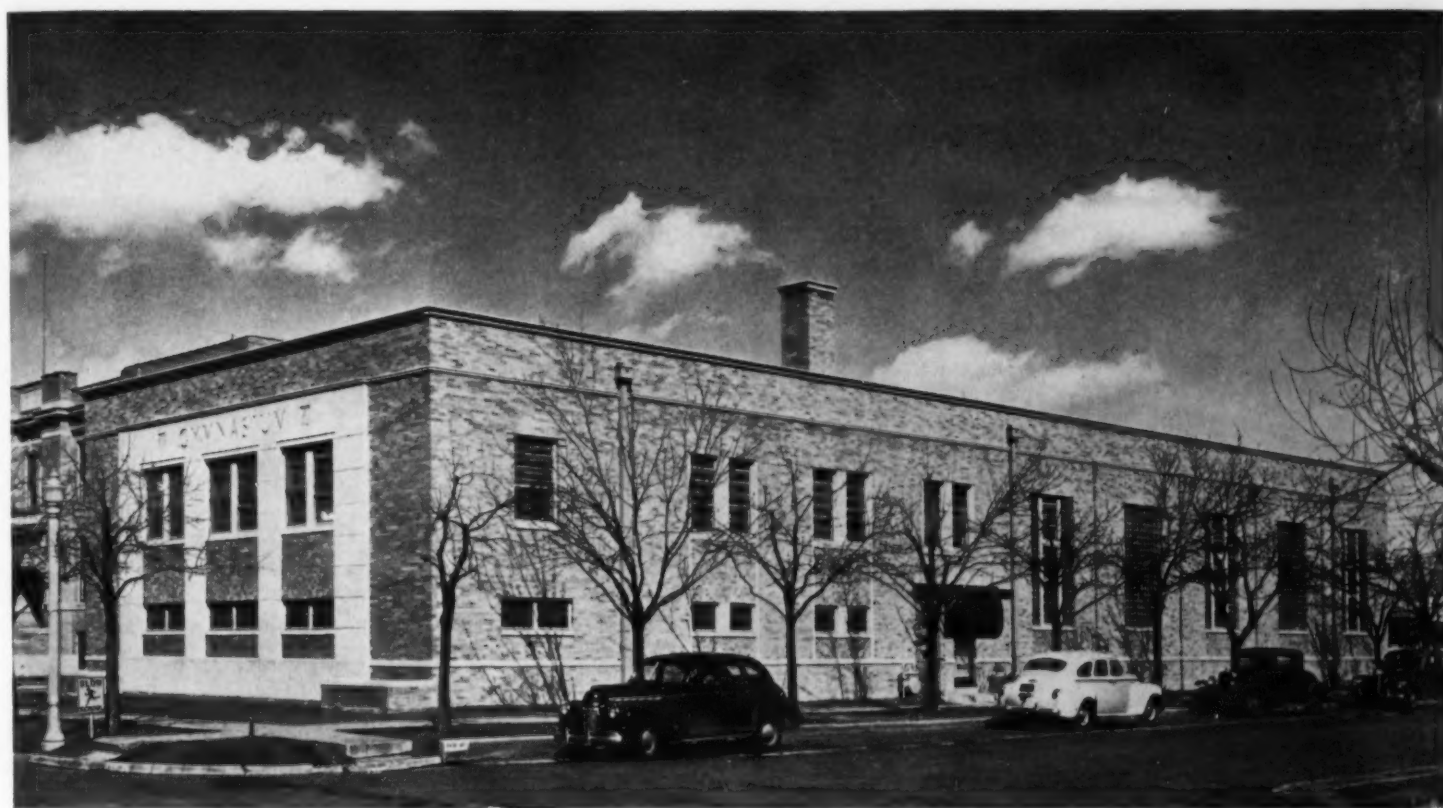
The board is composed of Mr. Lee Joslyn, Jr., president, Mr. Ernest Seaholm, secretary, Mr. John Rosso, treasurer, Mr. H. Ross Mack, and Mr. Wylie Groves.

SPECIFICATION FOR CHAIR DESKS

The subcommittee of the Committee on School Plant Research of the American Council on Education has announced a specification for school chair desks, which has been prepared in response to a demand for a minimum requirement for school furniture. This is the second in a series of school furniture and equipment specifications which the committee has issued.

The present specification consists of an introduction, the mandatory requirements for chair desks, and an appendix which explains the purpose of the requirements and offers information regarding the application of the tests.

The specification is intended to solve many of the problems of school furniture and equipment, the most important one being the determination of the type of equipment that will give the most satisfactory results in connection with various educational programs. It offers specific information on general requirements, materials and construction, detailed requirements, and the conduct of tests.



The Gymnasium Building for the Central Junior High School, Amarillo, Texas, harmonizes architecturally with the main building which it adjoins. In plan and construction the building is the utmost in practicability and economy.
— Macon O. Carder, Architect, Amarillo, Texas.

A Practical Physical-Education Building

Charles M. Rogers¹

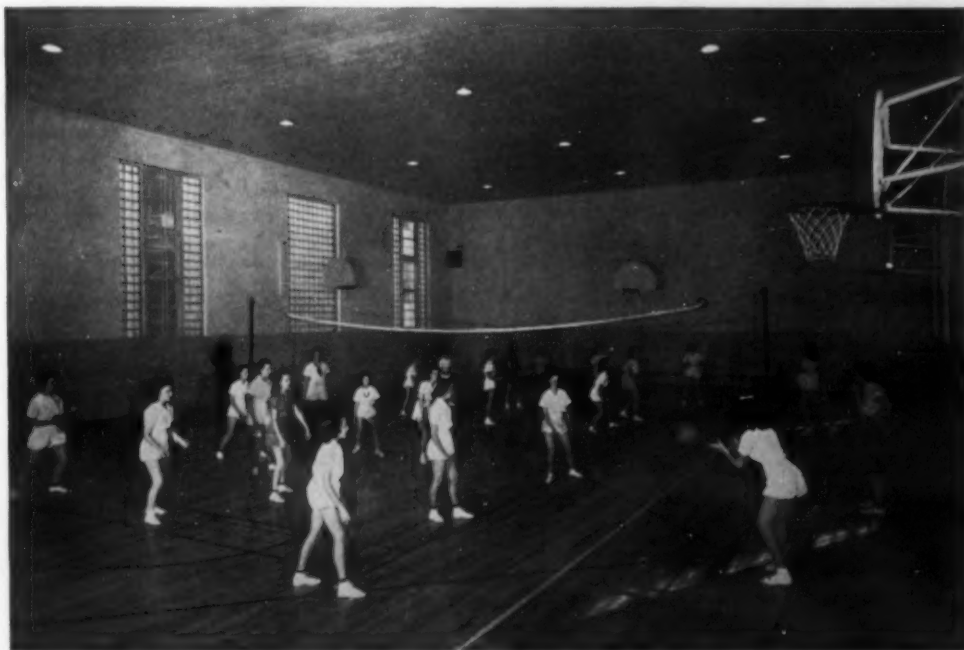
The Board of Trustees of the Amarillo Independent School District have just completed a physical-education building for one of the junior high schools of the city of Amarillo, Tex. This building is practical in plan and design and provides an unusual amount of service for the money expended. Since it is different, a description of it may be of interest to other school people who need similar facilities.

The School to Be Served. The school to be served by this gymnasium is a junior high school with approximately one thousand pupils enrolled. The school had no gymnasium facilities and limited playground area. Physical education is required of all the pupils. To serve a thousand boys and girls, it was necessary to have two gymnasiums or some arrangement to take the place of two gymnasiums. Since neither ground space nor money was available for the two buildings, our first thought was to construct one large gymnasium and divide it for daily use by a movable partition, but this did not seem to be practicable nor would it be a satisfactory arrangement.

Cooperative Planning. Through some cooperative planning and the use of ideas from several different interested people, a plan was evolved which is proving to be

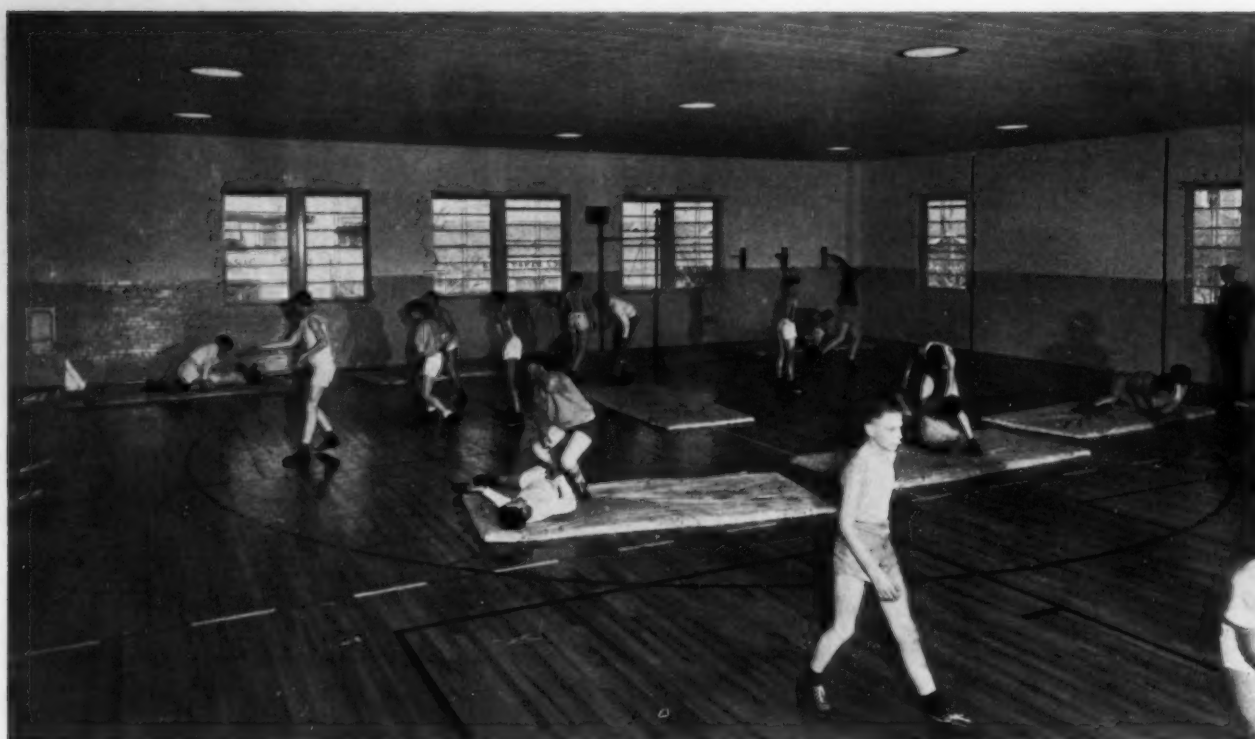
very satisfactory. The superintendent of schools, Charles M. Rogers, the business manager, George M. Waddill, the physical-

education teacher for boys, Jess Clearley, the physical-education teacher for girls, Miss Wanda Newman, and the architect,



The main gymnasium, which measures 52 by 83 feet and has a 18 foot ceiling, is used not only for the physical education program but also for exhibition basketball games. Windows of glass brick provide ample light without heat conveyance.

¹Superintendent of Schools, Amarillo, Tex.



The secondary gymnasium serves the widest variety of activities for both boys and girls and is in use during every period of the school day.

Macon O. Carder, went into conference and studied the problem together, and finally through this cooperative study and planning worked out the general layout for the construction of the building.

The amount of funds was limited, and it was the purpose of this group to provide complete facilities for the use of boys and girls, and yet to come within the budget.

Fifty thousand dollars had been allotted for the erection of one gymnasium, but there was available another \$10,000 which could be used. The plan worked out provides virtually the equivalent of two gymnasiums at a cost of only 20 per cent above what one would have cost.

The prime purpose in mind was, not to build a gymnasium for exhibition games,

but to provide the best facilities possible for a well-rounded program of physical education. A near-by high school gymnasium with adequate seating facilities is available for public basketball games.

Special Features of the Building. The building has a full-sized gymnasium floor 52 x 83 ft., for basketball, with two cross-floor practice courts. It has a 22-ft. ceiling. All lights are recessed in the ceiling and arranged so that only such lights as may be needed at any particular time may be used.

At the end of the main gymnasium, the shower rooms, dressing rooms, basket rooms, and steam-heating unit with automatic controls are constructed on the same floor level. The locker and shower rooms have glazed tile walls, partitions 6 ft. high, and terrazzo floors and base. For sanitary purposes, these walls and floors may be washed with a hose, using a germicide cartridge. These features provide beauty as well as sanitation, satisfactory utility, and permanence with a minimum of maintenance cost.

The girls' shower room is arranged for both private showers and dressing rooms and battery showers with semiprivacy. This arrangement provides greater speed and, at the same time, such privacy as may be desired.

The dressing rooms for both boys and girls are equipped with adequate shelves, clothes hooks, mirrors, and benches for classes of 80 pupils each.

A steam-heated room is used for drying uniforms and gymnasium equipment; racks are provided so that baskets may be placed above the steam coils and football uniforms may be hung below. The room is ventilated



Gymnasium Building, Central Junior High School, Amarillo, Texas.
— Macon O. Carder, Architect, Amarillo, Texas.

by an exhaust duct. Each basket room contains space for approximately 600 baskets and cabinets for valuables and towels. A student-manager system is used in issuing suits and uniforms. These rooms have open metal grilles on two sides and are ventilated by ducts.

The unusual feature of the building is the game room above the shower rooms and dressing rooms. It has a playing floor 52 x 55 ft., with a 12-ft. ceiling. This room is designed for the use of both boys and girls in certain special activities that do not require a full-sized gymnasium. Following are some of these activities: handball, shuffleboard, goal-hi, ping-pong, volleyball, wrestling, tumbling, skating, dancing, and gymnastic work.

The main gymnasium floor is designed for certain special activities, such as basketball, indoor baseball, volleyball, tennis, and badminton, with regulation-size courts for all of these games. The lighting is especially good for these games since a large portion of the wall space is of glass blocks.

An inside fireproof stairway connects each dressing room to the smaller gymnasium. There is also an entrance from each dressing room to the main gymnasium floor. Both playing floors are equipped with drinking fountains, clocks, and loudspeakers connected with the public-address system of the adjoining main building.

Each physical-education teacher has an office, with private shower and toilet, on the second floor. From these offices, windows overlook the main gymnasium and doors open into the game room.

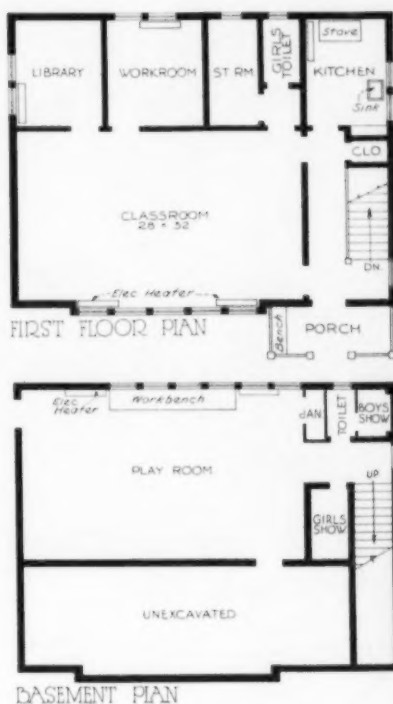
Boys and girls can use the two rooms interchangeably, depending upon the activities in which they are engaging. The physical-education program is so organized that both gymnasiums are in use simultaneously all six hours of the school day. The facilities are so varied that each member of each class can have an activity suitable to his or her ability at all times. Even the offices of the teachers can be used with their special lounge equipment for those needing rest rather than activity.

The new building is connected to the old main building with an all-weather passage. Glass blocks were used for a maximum amount of light with small metal sash set in the glass-block panels for ventilation, thereby reducing the amount of infiltration of dust, sand, and wind, which usually occurs around large window areas. The glass-block windows are also of greater value than ordinary window glass for insulation against heat loss.

The school board and the community are highly pleased with this new double gymnasium because of its special attractive features and because of the large amount of utility provided at relatively low cost.

A SCHOOLHOUSE IN THE MOUNTAINS

The north fork of the Feather River, California, was not only famous in the gold rush days for the millions of dollars taken from



The Caribou School, Plumas County, California, as it appears from the highway.
(Plans above.)



its channels; it was for many years equally well known in western literature for the romantic occurrences upon which writers built romances and adventure stories. The old river is again in the spotlight — for a much better reason — that of education. At Caribou, in Plumas County, seven miles from a state highway and overlooking the river, is a newly completed elementary school building that provides ideal physical conditions for the education of 12 children. The building, standing on a high rock shelf with a great background of forest and cliffs, makes an unforgettable impression upon its visitors.

The main floor of the building, entered from the upper playground, has a standard classroom, and such special rooms as a library, a workshop, a kitchen, a storeroom, and a toilet. The basement, which has full-length windows overlooking the river, in-

cludes a combination work and playroom, toilets for boys, and girls' showers.

The basement playroom has a concrete floor, knotty-pine walls, and a plasterboard ceiling. The classroom is similarly finished, except that the floors are hardwood.

The building is electrically heated and lighted, and the pumps for the drinking water and the sanitary system are electrically operated. The classroom lighting is regulated by means of an electric eye.

The district served by the school has an assessed valuation of \$4,909,735. The new schoolhouse cost \$8,000. The school is taught by a teacher whose salary is \$1,107 for a year of 10 months.

Within the limits of the school property there is a tennis court, a swimming pool, and a well-wooded picnic grounds.

The school is supervised by Mrs. Tillie N. Kruger, county superintendent of schools, and has the services of a trained public health nurse.

INTERNATIONAL JUSTICE

Values of international justice and peace should be brought realistically to pupils. They must learn that the United States is bound up in the affairs of the world and they must be prepared to support their government in assuming a leading role in peace and reconstruction.

American young people, in particular, must be taught that this struggle for democracy is one of world-wide proportions and that they must wait without losing heart or finding fault until we have built up sufficient superiority of men and materials to swing the balance our way. — B. F. Shafer, Principal, High School, Freeport, Ill.



The playroom also serves as workshop.



Horizontal lines characterize the modernistic Marsh Elementary, School, Michigan City, Indiana. — Phelps and Peck, Inc., Engineers, Michigan City, Indiana. M. L. Knapp, Superintendent of Schools.

Michigan City Builds for Permanence

M. L. Knapp¹

The new Marsh and Garfield elementary school buildings, recently completed in Michigan City, Ind., have replaced buildings that were 47 and 50 years old respectively. The new structures are the initial buildings in a five-year replacement program, projected to eliminate four elementary school buildings of similar age. The completion of the plan will give Michigan City eleven school buildings, all in excellent physical condition, and all entirely new or completely remodeled within the past sixteen years.

The planning of the Marsh and Garfield buildings proceeded for two years before the contracts were let. Since the Indiana law limited the school district's bonding power to two per cent of the assessed valuation, the school construction fund was quite limited and the erection of two new schools, in terms of a completely modern educational program, was exceedingly difficult. The two buildings and their modern equipment stand as evidence of careful educational and structural planning, favorable financing, and the use of the highest quality of construction materials. Experienced, competent architectural planning, engineering, and constructional supervision were guaranteed in the employment of the engineering firm of Phelps and Peck for this work.

The firm suggested that these buildings should be so planned that a new standard of both design and construction would be available for future schools in the community. The specifications called for the highest grade of materials to be used for construction, plumbing, heating and ventilation, and electrical services. The closest cooperation between the architects, the engineers, and the school authorities made it possible to develop plans

which have resulted in buildings that are thoroughly economical, and which at the same time, represent fully the best thought of the school executives for accommodating a well-arranged educational program for the children. The buildings are similar in plan and construction so that the description of the Marsh elementary school, illustrated in these pages, will make clear the character of both.

The Buildings

The schools are one-story high, constructed of brick and reinforced concrete, and are

planned for use by kindergarten groups and the first six grades. Much ingenuity was displayed by the architects in locating the buildings most advantageously in relation to streets and playgrounds and in relation to the older buildings one of which had to be used during the construction period.

The buildings include an auditorium-gymnasium measuring 53 by 30 ft., with stages 18 by 30 ft. The location of these rooms permits of both school and community use of the areas. The auditorium lights are recessed and the stages are lighted by spotlights



Built-in bookcases and wardrobes fitted with disappearing doors are typical of all classrooms.

¹Superintendent of Schools, Michigan City, Ind.



The classrooms are furnished with movable desks and chairs and are equipped with fluorescent lighting. The seating arrangement is informal.



The auditorium is a simple well furnished room suited in every way to the assembly activities in which primary children can participate.

mounted on the ceiling of the auditorium and the stage, making footlights unnecessary. The stages are equipped with velour front drop and full repp cyclorama on tracks. At the rear of each auditorium is a kitchen and a storage room. The kitchens are equipped with sinks, storage cabinets, and electric hot plates for use of the parent-teacher associations and other groups. Each auditorium seats 250 people. In practice each auditorium-gymnasium serves for the physical education activities, for assemblies, and for class projects involving the use of the stage.

The classrooms, which measure 36 by 22 ft., are planned for a modified activity program. A shallow book alcove, providing ample bookshelving and project storage space, room for a workbench and for a library table, is found at the rear of each room. Thirty running feet of window space provide an abundance of natural light, and fluorescent light fixtures supply ideal conditions at night and on dark days. Rooms with south or west

exposure are finished in a pale blue, which is especially adapted to break up and absorb direct sunlight. North and east rooms are finished in buff, which is warm and reflects a maximum of light. All ceilings are a buff white. Chalkboards are a sight-saving leaf green and are equipped with removable grilled channels to catch and hold chalk dust. Map rails are installed on all boards. For displaying work, corkboards measuring 20 ft. by 3½ ft. are provided.

The classrooms are provided with unit tables and chairs for grades one to three, and with universal adjustable desks for grades four to six. The limitation of average class enrollments is 30 so that there is ample opportunity to adjust the furniture informally for activity work. The easy movability of the furniture also provides opportunity for segregating the working groups on different levels, thus facilitating fuller recognition of individual differences. Entrance into one of these rooms during working hours gives the impres-

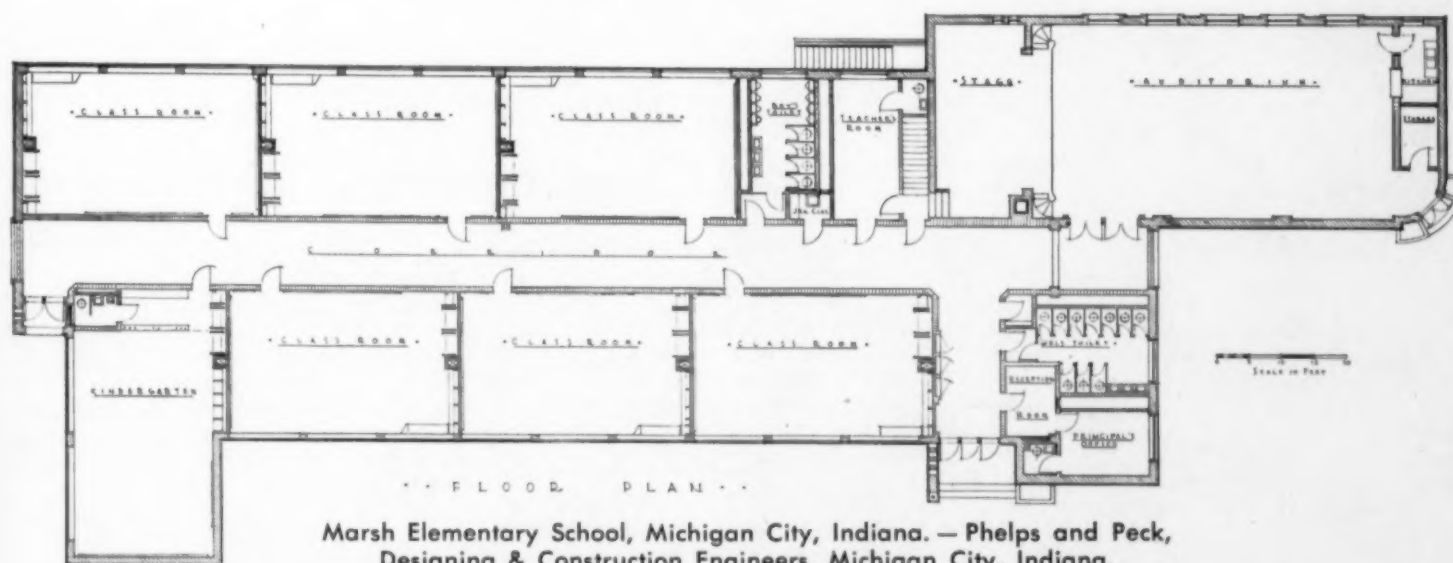
sion of a well-organized workshop rather than a conventional classroom.

The kindergarten, which is equipped with plentiful storage space, a wardrobe, a lavatory, and a drinking fountain, is finished informally and colorfully. The linoleum floor is marked for games and activities and has animal figures inlaid. Like classrooms, the kindergarten is fitted with Venetian blinds for the complete control of the natural light.

A teachers' room, fitted with a lavatory and toilet, is of sufficient size to serve the school doctor for the physical examination of pupils. The principal's office includes a waiting room and a small washroom, in addition to the office proper. Girls' and boys' toilets are located where they come under the easy supervision of the staff. Near the main entrance glass enclosed display cases have been provided.

The buildings were erected with the proceeds of a bond issue of \$150,000, sold to a

(Concluded on page 58)



The War and School Boards

War and the School Board's Responsibility A. B. Austin¹

Education today, as never before, must serve a nation at war, for the very existence of education itself is tied up with our nation's fortunes in this conflict. It would be permissible to speak to you on many problems involving matters of taxation, teachers' salaries, building programs, and many others, but I shall confine my remarks to a few vital points which relate to the present conflict and the years to follow.

Our schools must furnish morale. We learned democracy in the public schools and there it must continue to be taught. During the past two or three decades when we seemingly were asleep, our schools were slowly but surely grinding out morale. We were to a great extent unconscious of the process but when America was attacked, all the love for flag and country that had been taught us came to the fore with a burning desire to serve our nation. These democratic principles must be taught today with increased vigor. Democracy must be broken up into its component parts and given to the students of America that they may have an even clearer understanding of its meaning. The opposite of democracy, which is the tyranny and slavery of dictators, must be pointed out to cause our children to appreciate more the freedom they enjoy. There is no agency comparable with the public schools in the creation and dissemination of morale, and for this reason, I plead with the school-board members of Kentucky to see that each child in every school gets its share of this training. If they are taught these principles today, they will fight for them tomorrow.

Our schools must preserve the elements of human decency in a world likely to forget them. Let us not become thugs simply because we must fight thugs. We will need all the things that go to make our culture after this war is ended. We do not want an America where such qualities as consideration, modesty, love, and tolerance do not exist. America cannot and must not lose them and it is the function of our schools to teach and preserve them. The dirty and brutal philosophies of dictators must never become native to American soil. We have not won the war if our youth are lost to the principles for which we are fighting.

Health Must Be Taught

The health of our children was never more important. For years we have paid lip service to better health conditions in our schools and during this very time we have seen thousands of our young men grow to manhood unfit for armed service. We need a planned program in every school in the nation to take care of the health of every child. This program should embrace immediate treatment for every injured child and medical care for

every case of illness. There should also be a planned program in every community which will apprehend, control, and prevent the spread of communicable diseases. There are, too, many communities today where it is still considered disgraceful to be quarantined and where the quality of consideration for others is at a low ebb. Why do I mention a question so oft discussed? Simply because we need all the available man power at our disposal and because we are more susceptible to diseases today. We are traveling at a faster tempo, working longer hours, eating faster, and worrying considerably more. For these reasons we must increase our vigilance and I hope every board member will feel it his patriotic duty to make America strong by better protecting the health of our children. A child who is sick with scarlet fever in Paducah, Ky., might lower the morale of a soldier brother in Camp Knox and lessen the efficiency of a father employed in a defense plant in Detroit. Health is one of the strong fortresses of our nation, and we must cease to let ignorance, obstinacy, or carelessness invade this sanctum of our nation's welfare.

I want to impress upon the mind of every school-board member the fact that we may experience much physical destruction at the hands of the enemy during this war. But there is a type of destruction which must forever remain foreign to the treachery of the enemy. Let me emphasize that desire that must forever remain regnant in our hearts and minds—that desire to live in America as we have in the past. Let them destroy our buildings, but never our determination to build. Let them rock to dust our shrines of worship but never let them crush our desire to worship the Creator. Let them make us slaves, but never let them kill our hunger for freedom. What we have to fear and guard against is not the destruction of our institutions but

our will to have them. "Herd men win battles, free men win wars" and the peace thereafter. To the herd man the battle is an end in itself; to the free man it is a highway to the ideal for which the battle was fought. There can be no Pearl Harbors on the ramparts of our loyalty. I appeal to you, men and women of today, to teach in every school that loyalty to and faith in America, its present and its future, which will in turn guarantee our will to live and build.

Antischool Tax Propaganda

The school boards must beware of antitax propagandists who would win this conflict at the expense of reasonable school budgets. Many of this group would penalize the schools ahead of other agencies of less importance. I believe the safest assurance for the future of America will be found in the continuation of the normal school life of our American children. To penalize our schools at any time is to attack democracy at its source. Certainly, we must economize and utilize every dollar and facility at our disposal. But watch those critics who come forward decrying the "fads and frills" of education who might be slaves themselves but for the educational advantages this nation has sponsored. We had better thank God for every mathematics professor this country ever produced, who has made it possible for our flying cadets to get there a little quicker. The science we have been teaching for years is paying dividends today. We must practice economy to be sure, but never at the expense of the normal development and enlightenment of our children or the welfare of our nation.

What will America be after the war? I don't know, but I have faith in it, if we keep our schools open to the children. The thousands of little Johnnie Does sitting at American school desks are our best guarantee for the future of this nation. They are saying to us: Give us enlightenment, give us an education, give us tools, and we'll help you finish the war and the problems thereafter. My final appeal to you, men and women of today, is not to break faith with the children of America, for to do so would be to break faith with America herself.

A Current Events Class in Public School Government Herbert B. Mulford, Esq.¹

In order to be reasonably informed about public school government in wartimes and afterward, the associated school boards of several hundred independent school districts in the suburban counties immediately surrounding Chicago have just completed plans for a full-year program touching upon almost every type of problem they are likely to encounter as school officials during the emergency.

Through the agency of a division of their state school-board association which they term Tri-County School Boards, they have prepared

two broad types of meetings which might aptly be called a class in current events in public school government.

One group of meetings primarily is held at night to the accompaniment of a dinner for sociability. This occurs three times a year, provides an opportunity to make board-member acquaintances of the several counties, and serves both as a sounding board for educational opinion and as a vehicle for demonstrating good developments in school government. These three meetings are augmented by one formal meeting for school boards at each of the summer administrator

¹Member, Board of Education, Murray, Ky. The present paper is a summary of an address to the Kentucky School Boards Association.

²Wilmette, Ill.

An Opportunity for Better Plant Service

conferences at Northwestern University and at the University of Chicago. Indeed, members of the educational staffs of those universities are among the many professional counselors of the Tri-County group. Still further, most of the participants in these meetings attend the annual convention of their state association and also the dinner that their state association gives in years of state legislation to members of the Illinois General Assembly, when the board members very plainly tell the legislators what the schools need.

The other group of meetings is held roughly every other week, except in the summer, and even then in emergencies its members will convene. These men and women, in the smaller and more intimate gatherings, have noon luncheons at which a multitude of problems of education are brought out for thorough understanding. One of the most interesting things about this general program is that the board members wish superintendents to attend as often as possible so that they may both contribute and gain the benefits of ideas brought from elsewhere than their own schools.

At the evening meetings the topics must be considerably more universal in their application than those at the luncheons, for the attendance is much more mixed at the former and not so sophisticated in basic education. Thus, one program recently given covered broad revisions of the curriculum due to war, finance, reorganization of school districts, and adult education. At another, there was an intimate discussion of the new rules and regulations for all schools occasioned by the new Illinois tenure law, which incidentally this identical group was largely instrumental in

putting into effect. At a subsequent meeting it is likely the broad problem of why pupils are lost from school to become juvenile delinquents will be discussed in direct cooperation with state welfare officials with a view to legislation on the subject.

At the luncheons the entire gamut of educational needs will be run. The topics will include the great array of curricular changes; the effects of CCC and NYA on the schools; the influence of the hard, narrow drilling for the armed forces and for war industry; the development of the regional secondary schools; the current county surveys being made by school-board members with a view to statewide reorganization; the shortage of teachers if there should be a long war; the problems of war finance; adult education; the junior college; the new bachelor's degree at the University of Chicago; the future operations of the Public Works Reserve, and always remedial legislation.

While the comprehensiveness of this wartime program is novel with Tri-County school boards, the organization itself has been carrying on for many years, and has been effective enough in its operations in the eyes of Illinois educators to enable the group to requisition almost any speakers in the area whom they may wish to draft to service. Basically their purpose is their own self-education in school government. Their constant plea to all educators whom they contact is that the local superintendent should point out the manner in which they may be most effective in their school-board duties. The real cement in their organization is the fact that hundreds of men school-board members from the suburbs come to Chicago for their daily work; and they like to eat lunch together.

increased salary. Also, an increasing number of men are leaving the service due to mandatory legal provisions of the Selective Service Act.

2. *Difficulty of obtaining necessary materials.* A significant portion of our manufacturing establishments are now engaged in producing direct military needs. Certain critical materials formerly used in producing supplies and equipment for schools are not now available for that purpose.

More Services Given

3. *Demands for increased service.* Operation and maintenance procedures have been completely upset in many districts by the increased demands for additional service due to the present emergency. Custodian schedules must, of necessity, be completely revised when national defense training classes are using school plants on a 24-hour basis. Demands of the civil defense program for such as Red Cross casualty stations, shelter and feeding stations, air-raid shelters, and protection of school property with attendant blackout problems are causing directors of both operation and maintenance departments to lose many hours of sleep.

4. *Highstrung condition of school staff and the general public.* It is only natural that in times of great stress people become highstrung. This condition is particularly noticeable among school employees at the present time. Incidents which in the normal course of affairs would be passed over without any particular worry now assume the proportion of a major catastrophe. Personnel problems have been greatly increased and, in general, the relationship of the operation and maintenance departments with the schools has been somewhat strained.

5. *Increased costs.* These factors have all tended to increase costs. The high rate of labor turnover has brought in new employees who are not only unfamiliar with the work but have the wrong attitude toward the work. Materials are difficult to obtain and prices have greatly increased. The demand for increased service requires additional man power as well as additional materials and the highstrung condition of staff and public is evidenced by a marked decrease in real efficiency.

Effect of War on Operation and Maintenance of School Plants¹

D. D. Cunliff²

We are engaged in a war of unprecedented magnitude and importance. We propose to win this war by actual combat and by the production of the necessary supplies. The men in our armed services will take care of the combat; it is for the rest of the citizens to produce the tools with which they work. We are going to win this war with labor and materials. We have none to waste. The wasting of any labor, materials, or money on any activity not essential to the war effort comes close to outright sabotage.

The war has had significant immediate effects on the operation and maintenance of the school plant.

1. *High rate of labor turnover.* Labor turnover has been defined as the "shift and

replacement of personnel incident to its maintenance." A high rate of labor turnover in normal times indicates serious shortcomings in the employment situation. It is always a source of considerable expense. Separation from the service generally falls into one of three broad classifications:

- a) Those in which the employee takes the initiative
- b) Those in which the employer takes the initiative
- c) Those due to acts of God (death, illness, etc.) or to mandatory legal provision (compulsory retirement, etc.)

Recent months have seen a steady increase in the number of separations from school service that fall into either the first or last of these classifications. Many employees are voluntarily leaving the service to accept employment in defense industries at greatly

What Are the Probable Trends for the Future?

1. *Labor Turnover.* Present indications are that the forces causing the high labor turnover of the present will continue and that the rate of turnover may even increase in the future. The recent draft of men from 45 through 64 years of age will undoubtedly exert a tremendous effect on school personnel.

2. *Materials.* Recent acts of the war production board do not indicate any increase in availability of materials for anything other than national defense plants, but on the contrary it is probable that new restrictions of

¹Based on an address delivered at the fifteenth annual convention of the California Association of Public School Business Officials, Coronado, Calif.

²Construction Engineer, Los Angeles Board of Education.

Saving the School Plant a War Duty

consumer's use will make materials more difficult to obtain in the future.

3. *Service Demands.* The necessity for training men in new skills required in the new manufacturing operations in national defense plants will undoubtedly require further expansion of national defense training classes. It would also appear that the present demands in connection with civil defense will be continued if not greatly increased.

4. *Highstrung Condition.* As time goes on, the school staff and the general public will undoubtedly become accustomed to the conditions under which we now live. We will accept the new "normal condition of life."

5. *Costs.* It appears that costs will continue to increase. In addition to the loss of efficiency occasioned by a relatively high labor turnover, it will probably be necessary to make increases in the salary schedule to keep employees in the school service. Material prices may be held somewhere near the present level by the application of the established price ceilings; however, it does not appear that any decrease in prices is evident in the near future. There is no indication that demands for increased service will decrease in the near future, and while we many reasonably expect that the present high strung condition of both the school staff and the general public will be replaced by a normal condition, all factors indicate a continued increase in costs of providing operation and maintenance service to the schools.

What Can We Do About It?

We must adjust our schools to the war effort. It is imperative that every effort be made to take care of the unprecedented requirements of the military, national defense training and civilian defense training programs being fostered by the Federal Government. While much confusion may be involved and much time and money may be expended in these necessary functions, attention is called to the fact that in many instances a portion of the cost may be reimbursed by the government or other agency.

Ordinarily, when we are faced with increased costs, we have only two alternatives—we may increase our budget or we may reduce the service rendered. Under existing conditions it will probably be necessary to do both. It will be difficult to make any great increase in school budgets at the present time and consequently every effort must be made to obtain the greatest possible efficiency of the staff. New employees must be given in-service training to overcome their lack of familiarity with the work and to give them the right attitude toward it. Continual vigilance should be maintained in discovering substitute materials which will serve the purpose just as well but be less expensive.

Do First Things First

Put first things first. The greatest economy

TEACHING AMERICAN CITIZENSHIP

Unless we can teach children to think clearly so they will understand the meaning of citizenship, unless we can develop in them right attitudes, unless we can make them well-balanced, mature, sane men and women who are willing to put aside personal gains, if need be, for the general welfare, we shall have failed to teach citizenship. At least, we shall have failed to teach the kind of citizenship that is needed in a democracy: The schools have not failed, and they are not going to fail.—*Dr. Homer W. Anderson, Superintendent of Schools, St. Louis, Mo.*

in both operation and maintenance may be obtained only by having everything done at the right time. The type of jobs to be performed should be as uniform as possible throughout the district and should at all times keep the schools in such a condition that the health and safety of the pupils and teachers will not be placed in jeopardy. Every effort should be made to acquaint the instructional staff with our problem and to enlist their help in reducing the load. In the field of operations, it is undoubtedly possible, with proper co-operation from the teaching staff, to eliminate a great amount of personal service. Office calls of custodians and their acting as messengers should be reduced to an absolute minimum. The frequency of regular custodian operations should be carefully analyzed to see if items of service are not being performed which, while adding to the general appearance of the

plant are in reality not necessary from a sanitary standpoint. Polishing of brass and nickel hardware and daily mopping of many areas may come within this field.

Regular Maintenance

In the field of maintenance, the order of importance of the regular work is (1) roofing and waterproofing—we must keep the elements out of the building; (2) plumbing—all plumbing must be maintained in a sanitary operating condition and (3) electricity—proper lighting is necessary or children's eyes are bound to suffer; (4) heating—the heating system should be maintained so that the health of the children will not suffer; (5) equipment—necessary school equipment must be maintained in safe condition; (6) exterior painting—surfaces of exterior wood and metal should be protected so that we may save what we have—interior painting can probably be deferred without serious injury to the building.

Finally, as school business officials we must remember we have with us the next generation—too young for war and too valuable to be wasted in it. Despite our concentration upon the task of winning the war we all feel that unless we do something to preserve at least the tradition of our culture, the war will not be worth the winning.

To paraphrase a well-known radio commentator, it is up to the school business officials to use their skill and ingenuity to "Keep 'em teaching—Keep 'em trying—Keep Democracy from dying."



— Photograph from Annual Report of Concord, N. H., Schools. Natt B. Burbank, Superintendent.

Geography is an important war study.

The Schools: First Line of Civilian Defense

A Township High School Helps War Effort I. C. Johnson¹

America is at war. Every American citizen is willing and eager to do his share in helping to win that war—to win it as soon as possible. Many of the boys of this community are in active service. But what can we as individuals, as a school, as a community do toward gaining that victory? That was the question the teachers and pupils in Bethany asked themselves. After the bombing of Pearl Harbor there was naturally a speeding up of defense programs; we were ready to take an active part. Immediately we set out to find out how we could best serve the war effort.

Bethany may be considered a typical rural community of central Illinois. The town is 18 miles southwest of Decatur in a strictly agricultural section. The people are progressive citizens, interested in the welfare of the community as a whole, and of the school in particular. They have been loyal supporters of the school and have taken an active part in the activities sponsored by it.

This has specific advantages which enable us to take a constructive part in the war effort. Because of its progressive ideals and practices in agriculture, Bethany Township High School was selected as one of the seven schools in Illinois to work on a five-year evaluation program in co-operation with the University of Illinois. We have a well-equipped agricultural department headed by a far-sighted and progressive instructor. An agricultural council was organized early in this school year to act as an advisory board, to study the changes and improvements needed in the community. This council was geographically selected from high school and non-high school territory.

In October, 1941, the agricultural council reported a lack of farm labor and an anticipated greater shortage in the spring. To help

the boys, to help the farmers, and to help the defense program the school offered to operate as a contact agent to register all available help, including boys in school, youth out of school, and adults. A call from any farmer would immediately place in his hands the names of all available farm labor in the community. The next question was: How could the high school youth be made available during the plowing and planting season? Through a Gallop type pole it was found that the planting season was really the busiest season on the farms. The survey further revealed that the farmers were in favor of a six-day school week in order to free the high school students for farm work by May. The results of the questionnaires, which were later sent to the parents, showed 93 in favor of the lengthened week, and 7 opposed. A vote of the student body similarly favored the longer week, 127 pupils voting for the change and 6 against it. Since the purpose of the school is to serve the best interests of the community, the board of education formally voted for a six-day school week beginning the second semester.

Steps were taken to help provide more and better trained labor for the farmers' needs. It was agreed that boys might be excused from school when they were called for during the plowing season in order to provide extra labor at that time. The contact agency almost immediately arranged for three boys to take shifts on a tractor and still remain in school.

Following the registration of available farm help, we found many students who were anxious to help, but who did not know how to operate a tractor or farm implements. This situation was met by making arrangements with the local implement dealer to loan the school a tractor and machinery. A field adjoining the school was laid out to simulate

typical farm conditions, and both boys and girls were instructed in the use of the tractor and other field machinery.

In 1940 a defense course was offered and training given to 37 young men. In 1941-42, the evening school enrollment surpassed all expectations. Classes were offered in farm repair, enrolling 40; home economics, enrolling 32; and adult typing, enrolling 37. These classes had a regular attendance and were completed at the end of the tenth week with a supper and joint meeting of all classes. As a result of recommendations made to the machinery repair class and other outside agencies, the local garages and implement dealers became very busy during the late winter with repair work which usually is not brought in until the plowing season begins.

To give every student an active part in the war-effort program, arrangements were made through the local post office to sell defense stamps. The sale at the high school promptly surpassed the sale at the post office, and several children have already saved enough to buy their first war bond.

Local school and community organizations have found further opportunities to help in the collection and conservation of material and labor. Thus, the Boy Scouts are collecting old papers and magazines, baling and selling them.

The "Ag" boys have acted as contact men for the local defense board in the collection of scrap iron, a greatly needed metal found in quantity in nearly every farm yard. Old iron brought in by farmers is weighed at any of three local grain elevator scales and is dumped on the school grounds. A teacher keeps the record of weights, assists in the periodic sales to junk dealers, and prorates the amounts received from the dealers. On April 3 and 4 some 81 tons of scrap were collected by 39 students, who operated 17 trucks.

The students' photography club had been rather active and it was no trouble to interest them in camouflage work.

Realizing the desirability of strengthening the physical-education department before the government should demand it, the school stepped up an already active and progressive



A portion of the school grounds was laid out to simulate typical field conditions for boys who practiced with the borrowed tractor.



"Ag" boys drove their fathers' trucks on April 3 and 4 to bring in huge quantities of scrap iron from the farms surrounding Bethany.

¹Principal, Bethany Township High School, Bethany, Ill.

Children's Mental Health in War

department from two to three days per week, adding mass drills and conditioning exercises for 10 minutes of each period. One period each week is devoted to instruction in health habits and physiology. The program is now set up in four annual cycles: the first year is devoted to personal hygiene; the second, to food and nutrition; the third, to community hygiene; and the fourth, to first aid.

The cumulative results of our efforts to promote the war effort in our school and

community have been: the development of a better community spirit and a higher national morale; the helping, through personal service, of a number of young people; and the starting of conservation and wise use of materials and labor. These efforts combined with the efforts of the many other million school youth of America, will help win victory for America and preserve the American way of life. The people in Bethany really know now that America is at war.

this emotional stability through sympathetic, intelligent administration and supervision.

The Mother's Substitute

In these times particularly, it is well for us to be aware of the significant mental hygiene principle² that school children react quite unconsciously to the teacher as to a "mother substitute," not as to another adult, not even to her as the person she is, but as they are used to reacting to their own mothers. The teacher is often the first person aside from mother who has direct authority over the child, and it is the smart teacher who recognizes the psychological implications of this and deliberately plays the role of the good mother. She can avoid many behavior problems, due to war or other conditions, if she will endeavor to establish a relationship with each child that will provide him with a sense of security, a feeling of confidence in his own ability, an opportunity for success somewhere at his own level. Whatever his shortcomings, the child needs to know that the teacher accepts and likes him for himself alone, and that she will be a friend who will not expect him to "be like someone else" in order to be important to her.

It is my belief that the principles of mental health remain about the same in war as in peace. Now, as always, it is important that each teacher know her pupils more completely, more sympathetically, than ever. She should also know their home circumstances, so that in the event of death or deprivation in the family there will be someone in the school who can and will see that all possible aid and comfort are rendered. This requires more opportunities for informal pupil-teacher relationships, more home visits by teachers, and more contacts between schools and homes.

In recent months we have heard much concerning the need for a high morale. Morale, I believe, must of necessity go hand in hand with mental hygiene or be considered synonymous with it. One authority states that morale is affected when life is threatened and there is no opportunity for fight or flight. Fear of family separation, economic change, deprivation of necessities or previously enjoyed luxuries, the fear of being afraid, all are factors which threaten morale. A child will obviously be affected by parental attitudes and will take on the same pattern of thinking as his parents unless he is brought into contact with an opposed point of view. Many students, even at the high school level, are burdened with dangerous misconceptions regarding the effects of war.

Groundless fears that the war is sure to bring everyone irreparable personal damage, anticipations of impossible catastrophe, and vivid imaginings of half-understood horrors should be brought into the open and allayed

Safeguarding Mental Health of Elementary Teachers and Children During the War¹

Charles L. Worth

In this hour of war and emotional strain the concept of teacher gains added significance. If children have previously been dependent on teacher for emotional poise and confidence in themselves, they are infinitely more dependent now. This emotional tension will increase as months go by, and children will turn to their teachers for help when their own less understood feelings grow too hard to bear. The school's task will be enlarged. The school's share of child care will be increased.

Before teachers can help children endure the strain of war, they must organize their own thinking on a sound foundation of faith. Perhaps some adults have the right to indulge in gloom and pessimism; to preach that democracy is doomed; that nothing we have will be left with us; that death will be a welcome release from what is to come. But adults who have contacts with children must forego that luxury. Children need now more than ever sane, serene, well-balanced parents and teachers to reassure them in the midst of excessive excitement. While refraining from amateur efforts to practice psychiatry, teachers may extend a helping hand to bring some degree of security to their pupils.

Principals and superintendents must see that the mental health of their teachers is not impaired, by a type of supervision and administration which inculcates fears, hates, and emotional strain. They must at once do away with so-called supervisory procedures which are detrimental to mental health.

They must not criticize teachers adversely in the presence of students or faculty nor fail to comment on good techniques.

They must not mention only wrong practices nor insist that there is only one correct method.

They should not imply that every error in judgment is an evidence of disloyalty, nor insist upon obedience to the letter of the law but not the spirit.

They will not arrive at hasty decisions in matters of discipline nor change right decisions to wrong after pressure from outside.

They will not discuss one teacher's weaknesses with another nor continually praise achievements of other teachers.

These sins of supervision can do much, individually and collectively, to destroy the mental health of teachers.

A child's hold on his feelings is so slight that he depends almost entirely on the emotional stability of the grownups around him for his emotional poise. It does not take mental hygiene or any other science to point to the need for emotional stability on the part of an adult working with groups of children. Principals must help teachers maintain

WARTIME CREED FOR YOUTH

C. L. Mosher²

I hereby highly resolve to do my part to the best of my ability to win the war and to establish and maintain the peace which will follow it.

I will show

That I love my country,

By the trustworthy performance of whatever services are assigned to me

By painstaking study of requirements at school and at home

By prompt obedience to authority

By doing my schoolwork better than I have ever done it before

By avoiding waste

By saving materials of value

By buying defense stamps

By being eager to learn, careful to do, skillful in the doing of those things which will help my country

By remembering and helping others to see and to remember that we are fighting to establish good will in the world and that only a peace with good will can be counted victory.

¹Abstract of an address, New Jersey School Principals' Association, April 22, 1942. Dr. Worth is head of the Lambertville schools.

²Editor, National League to Promote School Attendance.

³Suggested by Marion Echols, in "Mental Hygiene and the Teacher," *Educational Method*, February, 1942.

Effective Schoolwork in Wartime Important

by sympathy, mature judgment, and a better knowledge of the facts. We can assure little children that Hitler and the Japanese cannot possibly jump at them from dark corners, that their fathers and mothers will not be whisked away to concentration camps.

All Results Not Bad

We can assure them there will be many good outcomes of this war:

New medicines and skills in surgery will result.

New scientific discoveries will develop.

New inventions will emerge.

New and broader concepts of the inter-relationship of countries and continents will evolve.

By the school's stress on aeronautics and aerodynamics, children will be so air conditioned that they will in some measure be preconditioned for the type of society in which they will live.

And let us hope that out of the present darkness will come the dawn of revitalized religion and religious practice.

A vivid account of the morning assembly on December 9, in a California school whose population is 10 per cent Japanese, reminds us that our pupils of Japanese, German, or Italian parentage have to endure greater mental strain during the war than most pupils of American ancestry.³ However, we must keep in mind, that those of American ancestry have brothers and fathers and dear ones who are being destroyed and their mental strain is also great. Surely it is the duty of superintendents, principals, and teachers to endeavor to root

out existing prejudices; establish unfailing justice, understanding, and sympathy; and to minimize the chances for racial animosity.

During the war period children will grow up faster, and energies will be liberated through the loosening of family ties. These energies must be harnessed to some important objective or cause. This cause should be democracy. The schools must continue their efforts to strengthen and enlighten the loyalty of the American people to the ideals of democracy.

While war activities should intensify whatever is good in the school programs, school authorities should not allow them to occupy all the time and space of children's thinking. Let the schools provide healthful activities; make their program full and rich with music, games, happy stories, joyful experiences, and hard work. Let the schools teach children that in any vicissitude it is important to live sanely, wisely, fully, doing our best and resting securely on our faith in the outcome.

Participation Will Help

How will active participation in the general defense program help both children and adults? In the case of teachers each new kind of participation will no doubt do something to alleviate the feeling of inadequacy which many experience because they are not contributing to the war effort directly either in the production line or in military service. School executives and teachers can also combat this feeling of inadequacy if they realize that American education is one of the things for which men are dying on the battle fronts, and that it is their duty to preserve and improve it by doing their jobs better than ever.

It is probable that children will benefit in

the same way as teachers by active participation in the defense program since their contributions, however small, will give them a feeling of importance and of belonging to the community effort.

To what extent should wartime activities affect the school program? It seems to me that they should affect our program in the following specific ways as suggested by the Educational Policies Commission:

Strengthen All Services

Let us strengthen the work in safety, health, and physical education; reduce inequalities of educational opportunity; train in habits of arduous, sustained work; let us develop citizens competent to determine economic issues; promote feelings of self-confidence in the young; help to develop plans for a future world of order and justice; we must emphasize ethical standards; extend recreational activities; develop sentiments of comradeship among all social and economic groups; let us strengthen feelings of responsibility for good government among all citizens; stress the efficiency of some local, state, and Federal Government agencies. Dedicate ourselves to give systematic and satisfying practice in democracy in school and classroom; to make a judicious use of ritual, pageantry, music, and other demonstrations of loyalty; and to teach the values of democracy with honesty and enthusiasm.

Our responsibility is summarized in Arthur Guiterman's lines:

*No printed page nor spoken plea
May teach young hearts what men should
be.
Not all the books on all the shelves
But what the teachers are themselves.*

³Progressive Education, January, 1942, p. 52.



The Board of Education at Ironwood, Michigan, in session.

Seated, right to left: Thomas Robins, president; M. A. Soldinger, secretary; E. Russell Johnson; Edmund Hill, president pro tem; Hjalmer Wester, treasurer; Dr. R. L. Erickson; Percy Thomas; John S. Landon. Mr. Robins, who has been a member of the board for the past eleven years, and president for the past nine years, has not missed a single meeting during his term of office.—Standing, right to left: Arthur E. Erickson, superintendent; Robert R. Wright, attorney for the board.

The Board Member and School Criticism

Dear Board Member:

I have known many of you in the past 20 years. Your associations have been among the most treasured friendships of my career as a superintendent. You have praised me when I did a good piece of work. You have tactfully urged wise actions when hasty ones might have proved disastrous. You have counseled the remedy so often provided in precarious cases by the simple passage of time. You have helped inspire me to think straight and logically—to prepare my case well before presenting it—either to you or to the public. You have admired efficiency and prompt action, both inspirations for my own desire to improve personally. You have done all this and so very much more, that for all this I must eternally thank you.

But unfortunately, you are human, too, just like myself. I sometimes think you may be too easily turned against what you have supported so long, just because of that human failing we all possess. It is variously defined as "getting to" you or "getting around" you, or "putting one over on" you. Yes, it happens to large corporation executives as well as to crossroad grocery keepers. The approaches are many and varied. The approachers are often adroit. Sometimes they are unscrupulous too. They may be outwardly hurt, while inwardly seething. They may be manifesting hurt bewilderment to hide an inner hypocrisy. They may even be casually pleasant while verbally dripping germs of doubt for you to absorb. They may play at being friends with you for a long, long time just to search for a wedge with which to plant their vindictiveness.

The conscientious superintendent seldom takes up a cudgel in his own defense. He only uses a cudgel in defense of the whole school's good. By virtue of his position, he must often turn the other cheek while making no explanation to justify himself. To do so might violate confidences, his own sense of good taste, or present others in a light unfair to them. More often he doesn't make explanations to justify himself because his proof is not concrete enough. He knows by daily association with problems and people that some answers, if offered, might only be laughed at as personal prejudice. Later they could, of course, be verified, but they cannot be proven early enough.

So would I be out of place to offer a few observations to you—out of the past and present too? These are intended to be given very humbly and as one friend to another. I hope they make more concrete some of the above abstractions.

When a teacher, whose relationship to his superintendent or principal has been manifestly friendly for a long time, suddenly lays down a barrage of innuendos about the school or its officials—of course, you will guess that there is a reason and perhaps all mistakes do not lie on the side of the one criticized.

When complaints come in from a member of the personnel of the school about the administrator they often take an oblique direction. Seldom do they bear on the grievance causing the complaint.

When the superintendent is accused of be-

ing without gratitude for all tasks well done, it can sometimes be discovered to mean one task not conscientiously performed. It may even be a symptom of a "spoiled" individual who expects unstinted praise for average daily work done in a perfunctory routine manner.

And when the head of the school is accused of being unsociable, stern, and unsympathetic, he may be so—yes. Because he lives in such a state of tension caused by his knowledge of certain inadequacies in the staff, in the building or elsewhere that his very tension is proof of the way he is living for the school. That does not under those circumstances appear to be grounds for criticism if the inadequacies are difficult to remove. Or he may be reflecting a state of smiling and brittle hostility accorded him by his daily associates some of whom may have hoped to benefit if he had not been appointed. Or it may simply be the disheartenment that comes when one gets a glimpse beneath the veneer worn by so many people who "wear well" on one acquaintance. Can you honestly imagine any man who has served long enough to be advanced to the position of administrator actually not wanting to be cordial, well met, democratic, and friendly? You, friend, can do much to change that man.

It would seem obvious that the criticism of an employee who had been dismissed, when the grounds for discharge are admitted by all concerned, would be worth little. Not so, always. Oftentimes the complaints voiced by these people are relayed through other more subtle channels until presented by others as simple conversation or even for an obvious purpose, they take on serious meaning. We ought to be careful to pry back to the source of criticism. Much more insidious is the casual criticism of an employee who has resigned and hence feels no more loyalty to the school or its personnel. Oftentimes he is the person who, while employed, managed to seek the company of his employers and his school executives very often. He may even have overindulged in laughing at their jokes and in too sudden constant agreement with discussions in which he joined. It is obvious that he was more interested in "playing ball" than in serving the school. So his criticism comes from, at best, a rather "juvenile" character. Quite likely he was a good back slapper and a poor teacher. We have some of these yet, I'm afraid. The very fact that a person no longer feels a loyalty to an institution in which he has served for a considerable time would seem to place a question mark after his depth of character. This is not the stuff out of which worthy teachers are made.

All of these suggestions are quite aside from those which might be made concerning the relationships of the general public to the schools. Much has been written about weighing the causes behind patron complaints against the schools. It is assumed that most board members come forearmed, forewarned, and toughened to judge cannily the merits behind these complaints. But the suggestions which come from within the system itself are too often treated as "gospel" by members of boards, who themselves find it impossible to spend much time in the schools and who

therefore may suppose that what any member of the school system would say is much more likely to be accepted verbatim and at its face value.

Some warnings in general are desirable in judging "in school" criticism.

Those in the school too seldom have a perspective of the school system as a whole. Even yet most teachers still cling to their own departments or buildings or groups of subjects as a Mohammedan clings to the Koran. This lack of perspective often leads teachers to imagine efforts and slights which were certainly never intended. It too often leads to a dogged refusal to permit any change in the interest of the general good if it conflicts with past general practice.

Sometimes "in school" criticism is purposefully or unwittingly partial and made out of its setting so that wrong impressions to one not daily associated with school routine are a certainty. The board member under such circumstances can well become an acting attorney and ferret out all the evidence while the witness, either for the plaintiff or the defendant is at hand and before the color of the story can be altered.

Today most school executives are making every effort to be democratic. They wish the entire personnel of the schools to have a voice in the planning, and, of course, a share of the responsibility for executing the planning. The inevitable results of this tendency other than the good ones, which need no comment here—have been a great deal of faltering and lost motion as well as, it must be admitted, undesirable procrastination at times. Some people have been ready to interpret these symptoms as weakness, vacillation, or dereliction of duty chargeable to the executive. The board member, of course, must understand the ultimate purpose of such a program or he will be tempted to join in the condemnation.

The comment of one single individual from a school system is worth about as much as one single vote in a city election. No generalizations ought to be made on the basis of isolated opinions. Indeed no judgments can safely be taken from one person at only one time. It would be much better to seek a second, a third, or a fourth check on this judgment from the same individual at another time; of course, the opinions of others on the same point will be needed too.

Finally remember that your superintendent treasures not only your good opinion of himself as an executive but he wants you for a friend. Many executive officers will not persistently make all the efforts toward the establishment of friendships with a board member. They are afraid of having their motives chalked up to selfish purposes and may even seem distant for that reason. But make no mistake—your superintendent covets the privilege of having you for a friend and of being your friend. It is remarkably seldom that a board member can become well acquainted with the inner workings of his superintendent's mind through formal meetings held at regular but infrequent intervals. Here the board member may see the result of much planning and thinking on the part of the superintendent and also may act on problems offered. However he has no opportunity to judge the means by which decisions were reached by his superintendent. Certainly there is little opportunity for exchange of educational philosophy except through the quiet of personal conversation and social contacts held

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under less noticeable employer-employee conditions.

If your superintendent can see you in your home and you can see him in his, if you can mingle socially frequently, if you can know each other's families—all of those things help.

In summary, your superintendent will, like other human individuals, make many errors

but many less than the school's critics may indicate. Your position as a board member requires a great deal of discernment to discover background motives. But your superintendent will profit and doubtless in the final analysis so will your schools profit from your efforts to be friends with your school executive.

—John Q. Superintendent

Mr. Buck Succeeds Mr. Marshall

By a unanimous vote of his fellow members, Mr. Ellsworth B. Buck has been elected president of the New York City board of education, to succeed Mr. James Marshall, who retires after four years of service.

Mr. Buck was for two years vice-president of the board, and for three years chairman of its important building and grounds committee. He is a native of Chicago, and a graduate of Morgan Park Academy. He received his B.S. degree from Dartmouth College in 1914, and his M.A. degree from the same institution in 1939. Wagner College conferred upon him the honorary degree of doctor of laws in 1941.

Mr. Buck has been active as a trustee of Staten Island Academy and of the American Museum of Natural History. He served as an Ensign in the U. S. Naval Reserve Flying Corps during the World War I.

He has held important positions in the business world. His first job was with the William Wrigley Co. Later he was treasurer and finally president of the L. A. Dreyfus Co. From 1933 to 1935 he served as secretary of the National Association of Gum Manufacturers.

Mr. Buck has announced that he will hold office for one year only. "The president of the board of education," he said upon accepting office, "possesses no important powers not also possessed by his six colleagues. I concur in the belief recently expressed by Mr. Marshall that long continuance in office is un-

desirable. Such continuance can bring to an incumbent increased extra legal authority not necessarily of his own seeking but rather the result of gradual and thoughtless surrender by others. To prevent growth of power not conferred by law I believe a president's term should be short."

Mr. Buck, in his address, also expressed himself in favor of cooperation with the city authorities to provide most of the school funds. "I promise vigorous opposition," he said, "to any and all attempts to place the control of education directly, or indirectly, in the hands of officials, bureaus, or departments whose prime interest rests elsewhere than in education."

Speaking of the work of the board and of the board of superintendents, he added: "I visualize a sharp line between the functions of the board of education on the one hand and the functions of the professional educators on the other. Both obviously should devote themselves to the service of children of school age."

"It is for the board of education to direct what shall be taught, where and when it shall be taught and at what cost. Who shall teach and how they shall teach and with what they shall teach are for determination by the schoolmen. To them, under the able leadership of the superintendent of schools and his colleagues on the board of superintendents, I am



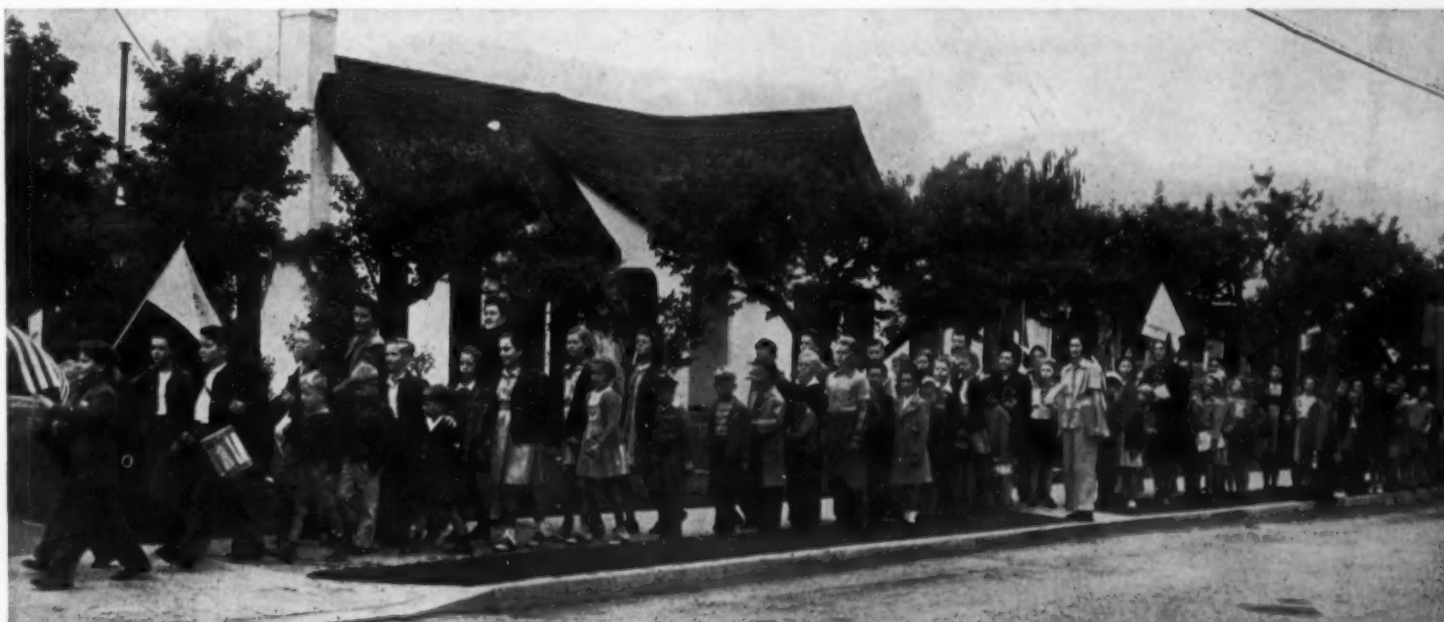
HON. ELLSWORTH B. BUCK
President-Elect, Board of Education,
New York, N. Y.

well content to leave their great responsibilities without interference. I am not an educator."

Mr. Buck urged continuance of educational experimentation, wider use of school buildings by adults, and the simplification of the procedures for trying of teachers under charges. "The great weakness of the present system of tenure, he said, "is the protection which it affords to those who have become incompetent or otherwise undesirable as teachers."

Mr. Buck finally proposed a postvictory school program, to be studied under the direction of a committee, to be appointed by Assistant Supt. John E. Wade.

Mr. Albert Bonaschi was elected vice-president. The board adopted a testimonial, thanking Mr. Marshall for his outstanding service to the schools during his term of office.



"Army of Flying Feet"

(Press Association Photo.)

Parents and teachers accompany the children attending the Rio Vista School at North Hollywood, California. By mutual agreement parents have discontinued all use of automobiles and buses in going to and returning from school. The "army of flying feet," which begins to march about sixteen blocks from the school and gathers its members as it goes along, helps parents and public service corporations conserve tires and gasoline, and incidentally provides fine exercise for both children and adults.

THE AMERICAN School Board Journal

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Edited by
Wm. Geo. Bruce and Wm. C. Bruce

Living Cost Regulation and Teachers' Wages

SATISFACTION has been expressed by numerous teachers at the recent government orders, freezing the prices of many consumer commodities, of rents, and of numerous durable goods at the March, 1942, prices. It is believed that this action will peg the cost of living at about 13.5 per cent above the September 1939 prewar level. It is recognized, of course, that the government cannot freeze all prices and that many items will still be increased in cost to consumers.

The price-freezing orders from Washington should not deceive school boards into feeling that they can freeze teachers' wages at the 1941-42 levels. Industry and business are holding out increasingly attractive offers to teachers, and September will find thousands of former classroom workers holding jobs far from rural and city schools.

In every community it will be necessary for boards of education to follow three policies with their teaching staffs: (1) It will be most desirable to increase salaries as generously as local conditions permit and to liberalize the conditions of work, salary allowances for sickness, etc. (2) It will be highly advantageous to hold work loads within very reasonable limits, to cut to a minimum meetings, conferences, and special assignments for curriculum construction. (3) Both the boards of education and the supervisory staffs must adopt policies of friendly cooperation and mutual helpfulness so as to reduce to a minimum the nervous and physical strains which added school and war work will impose on teachers.

It is quite certain that the schools will be called upon for further war services during the coming school year. New extensions of rationing, training of civilian defense workers, and upbuilding of community morale will make demands that will be accepted both as important for the winning of the war and as means of improving school and community relations. In all these matters, it is distinctly the duty of the board of education in each community to lead the staff with the good example of liberal helpfulness.

Popular Education and Industrial Productive Ability

IN CONTEMPLATING the present war the consciousness is brought home to the American people the importance of stimulating national loyalty and unity, strengthening that constructive genius and mechanical ability so essential to provide the implements of defense. Thus, the government authorities are realizing more and more the intimate relation which exists between education and industry.

The producers in the industrial field have recognized this fact and have so expressed themselves. The National Association of Manufacturers recently expressed itself to the effect that "the essence of a system of popular self-government is the ability of the electorate to deal intelligently with public issues submitted to it for decision, and to select those who are to represent it in public affairs with wisdom and sound judgment."

The Association then adds: "This requires a system of public education which will enable the citizen of our republic to receive the education which will enable him to make his maximum contribution to society and which society can afford to provide."

Its conclusions are embodied in a resolution which holds "that the administration and conduct of public education is an essential public service; that its reasonable financial support constitutes a necessary claim upon our American society to which other public services of lesser value should be subordinated."

Finally, the Association welcomes "a more adequate exchange of viewpoint between industry and education, and recommends to its members that every channel of constructive cooperation be utilized."

The thought expressed in the foregoing is both timely and sound. The government authorities who are seeking to meet the situation which confronts the Nation, cannot be unmindful of the cause of popular education, and the part which the schools must play in time of war as well as in time of peace.

Pay-As-You-Go for Schools

WELL-ADMINISTERED municipalities, particularly in the Middle West, have sought in recent years to eliminate their bonded indebtedness and to finance permanent improvements from current funds and from accumulations of reserve. The idea has been that a municipality should be thrifty and forward-looking, as is a well-managed business corporation or an ambitious family, and should avoid the

burden of debt and of interest. A reserve accumulated by relatively small tax levies during periods of prosperity and business activity can be invested advantageously and safely and can be used when and as it is needed.

Of all local governmental agencies the schools are in excellent position to accumulate funds and to use them for needed school-plant enlargements, for remodeling purposes, and for playground expansions. Less than in any municipal administration is the danger that political influences or selfish individuals will cause school boards to waste reserves in the manipulation of the funds or wasteful or unnecessary plant expansions. The taxpaying ability of local property and of local citizens is unusually at the lowest during years when school improvements are most needed.

An impressively growing list of cities is erecting bridges, sewage disposal plants, and various types of buildings, all without bond issues. School districts are and can be no less thrifty and wise in handling school-building enterprises.

The Threatened Teacher Shortage

THE statement has appeared in the public press of several sections of the country that teachers are leaving the profession in large numbers to accept more lucrative positions in commercial, industrial, and governmental jobs. This applies more particularly to sections where the salaries paid to teachers are deemed quite low. It also applies to the more remote rural districts where the compensation may be adequate but the working conditions less attractive than they are in the larger centers of population.

The situation suggests a raising of salary schedules, in order to check the migration of teachers into other lines of service. Many boards of education are confronted with this problem. Teachers in many communities are asking for an increase in salaries to meet the increased cost of living. On the other hand, school exchequers do not in every instance permit salary increases.

In the larger cities, the shortage of teachers is not particularly manifest. Usually long waiting lists of teachers are at the command of the school authorities and vacancies are readily filled.

In the rural districts, however, the shortage has come to the attention of the National Education Association, as announced in a recent report.

An acute shortage has already reached the rural districts, where between 40,000 and 50,000 qualified teachers will be

needed during the coming academic year. That the boom in defense industries, offering high salaries to men and women in teaching posts, is drawing off many of the lower paid rural teachers, became apparent to the commission as a result of its study.

At present the shortage will be felt most acutely in the rural sections of the country and the small cities; however, if the war continues, and the demand for defense workers increases, this shortage will reach the large cities. Definite shortage in the field of vocational education is already felt in the cities, and it estimated that at least 10,000 trained teachers would be needed this year in such fields as industrial arts, business, science, mathematics, physical education, home economics, and music.

The solution must be found in a reduction of teaching requirements, an enlargement or doubling of classes, better compensation in order to hold teachers in the service, and an easement of the married-teacher restriction. But, on the whole, the standard in efficiency must be observed wherever this is possible.

Pre-Election School-Board Promises

A CANDIDATE for membership on the board of education of a western city announced in terse language his platform in the public press and invited the support of the electorate in his behalf.

This platform pledges that the candidate, if elected: (1) will not employ married women teachers; (2) permit no star-chamber sessions; (3) give preference to residents for teaching positions; (4) eliminate outside work for teachers; and (5) oppose an increase in the mill tax.

In the average community, these promises may find their appeal. Some of the voters want some assurance as to what the candidate will do when he gets into office. There are those among the citizens who oppose the employment of married women teachers, who believe that all school-board sessions should be open to press and public, who want local teacher talent recognized to the exclusion of outsiders, who want a lower tax rate, etc.

The citizen, before casting his ballot, unquestionably has the right to know what the several candidates stand for, and to record his choice for those that reflect his own conceptions and notions in the administration of the schools. But even if the candidate measures up to the opinion of the individual citizen, he may fail in the essential requirements of an all-round, capable, judicious, and progressive school official. He may, if elected, enter upon his task with a few definite axes to grind and

yet fail in the larger objectives and purposes of his office.

But, more than that. If he is conscientious as well as capable, he may find that his pre-election promises prove extremely embarrassing. The citizen who projects himself for school-board honors should be possessed of character and standing in the community sufficient to warrant the confidence of his constituents. The presentation of platform promises in order to gain popular support at a school election ought not to be necessary. The assumption must be that a member of a board of education is fully competent to determine upon any problem or project when it comes under his consideration. A time like the present requires the utmost unity for social and political welfare of communities and for the educational welfare of the children.

Small School-Community Relations

IN A small community, the relations between a school system and the public are in the nature of things intimate and in the main cooperative. The school administrators and the personnel are known to the informed citizen. They are expected to provide not only instruction but social guidance and direction as well.

In contemplating a school system, it is well to remember that there is an inside view, as well as an outside view, even in a small community, as to the deliberations which the administrators engage in and the policies to which they adhere. Misconceptions and misunderstandings are easily generated.

The scrutinizing taxpayer, for instance, may object to certain budget items, the parents may object to the closing of certain classrooms, and the transfer of their children to another school, the pupils may protest the dismissal of a teacher, the parent and teacher may be at outs over a matter of discipline, etc.

In fact, situations may arise which may run into a state of confusion and embarrassments. When men have reached fixed conclusions and developed into "for and against" groups, the stage of partisanship and the spirit of protest have been aroused. The climax is reached in a school row which hurls its antagonism toward the individual member of the school board or the collective body. To straighten out a tangled situation is more difficult than it is to engage in timely preventives against troubles, disagreements, and misunderstandings.

But, the community may have problems which are not subject to controversy but moreover invite the cooperation and direction of the school authorities. The promo-

tion of health conditions usually receives its best stimulus through the school. High school athletics become a factor in community interest, a school band arouses enthusiasm, school dances are demanded by the students, etc.

The cultural life of the community should look to the school for guidance and stimulation. The teacher in a small community should expect to be called upon for various extracurricular tasks. The school-house is largely wasted which does not become the civic center of the community.

No governing body, such as a board of education, can ignore the public relations factor. In order to govern efficiently it must enjoy the confidence and good will of its constituency. Its policies must not only be justifiable but openly avowed. The community must be informed on the doings of the board, the departures of the administrators, and the various activities carried on in the school plant. The thought that the schools are primarily conducted for the benefit of the children must be kept in mind, and other considerations must be secondary in point of importance.

The first factor in any public relations plan is the superintendent of schools. He is the point of contact between the school system and the public. The member of the board of education has no authority in his individual capacity. It is in his capacity as a member of the collective body that his authority gains force and effect.

There are occasions, however, when board members, superintendents, and principals have an inescapable duty to appear at public gatherings where special interests are under discussion. It is here that the importance of popular education in the training of the youth for citizenship must be convincingly demonstrated. It is here, too, that a calm and frank discussion of pending school problems must be brought to the public.

The modern parent-teacher associations have on the whole accomplished much good in the direction of understanding and cooperation between the schools and a parent constituency. In instances, however, where they have stepped out of their real province, and have become meddlesome, they have been a harmful nuisance rather than a helpful aid, and are not favored by school officials. But, there has been a vast improvement in the accepted scope and function of the parent-teacher associations, and as already stated, are most often rendering a beneficent influence.

The publication of the proceedings of the school board in the local press is obligatory by law in several states and thus keeps the public informed as to what the school administrators are doing.

Growth of Administrative Services in Cincinnati Schools

Important Improvements Through Functional Organization

In order that the instructional program of the Cincinnati public schools may be most effectively carried on, a new plan of functional organization designed to clarify the duties and relationships of the members of the professional staff was put into operation with the beginning of the current school year. It is based upon the essential functions of instruction, administration, personnel services, research, community relations, and business, delegated by the board of education to the superintendent of schools. Each of these groups of functions is assigned to a major division of the school system and the person in charge of each major division is under the direct supervision of the superintendent of schools. This organization of the staff is shown graphically in the accompanying chart.

Instruction Improved

The responsibility for the entire instructional function has been assigned to an assistant superintendent in charge of instruction. Included in his duties are the further development of the philosophy and objectives of instruction in the schools; the revision and further development of the curriculum; the supervision of instruction; the counseling and guidance of typical children; the appraisal of the results of teaching; the formulation and execution of policies governing classification, promotion, failure, and progress reports of pupils; and the appraisal and selection of texts and other instructional materials.

Most of the efforts of the supervisory staff during the past year have been closely related to the development of the curriculum. The supervisors of the various subject areas have been actively at work with committees of teachers and principals in the preparation of instructional bulletins, in installing tryout courses of study, and in holding meetings of teachers for the discussion of tentative materials.

During the past year, a *Department of Appraisal Service* was set up in the Division of Instruction to organize and conduct an achieve-

ment testing program. Evidence derived from such tests is constantly used in planning and improving teaching procedures.

Counseling for Employment has become more important as work opportunities have increased and job requirements have been lowered.

The board of education provides two employment counselors who work in the Cincinnati office of the Ohio State Employment Service.

Administrative Growth

The administration of schools at all levels has been assigned to a second assistant superintendent. This places under a single head the responsibilities formerly shared by two assistant superintendents. Included in the responsibilities of this new position are the assignment of teachers; the appraisal of teaching; the ordering and care of textbooks, instructional supplies, visual and auditory aids, and educational equipment; the organization and internal management of the several schools; and the administration of the general rules and regulations of the system.

Personnel Administration. The board of education several years ago adopted a resolution requiring periodic judgments of the quality of the service of each member of the professional staff, and assigned the responsibility for this appraisal to the administrative and supervisory officials. Prior to last year, two handbooks were prepared to cover the appraisal of teaching performance. During the past year, the third and final publication in the series has been completed. This third handbook is concerned with the appraisal of the work of administrators and supervisors themselves.

Elementary School Organization

Several years ago an intensive study of the whole matter of elementary school organization was begun with the experimental reorganization of six representative schools. This was followed up by a detailed investigation of developments in the administration of elementary schools in eight other large midwestern cities, resulting in an extensive report on elementary school organization.

The report of this study was then used as the basis for discussion in a series of administrative conferences with all elementary school principals. In this way there has been developed a pattern of semidepartmental school organization in the upper elementary grades which is designed to provide better balance and co-ordination of the instructional program. A total of 17 elementary schools are now operating under this plan.

In the kindergarten and first three grades the so-called self-contained room-teacher plan is utilized. In these grades one teacher is responsible for the entire range of learning activities which make up the school day for the pupils. In other words, all subjects are taught by one teacher.

In the upper division of the elementary schools, which includes grades 4 to 6 or 4

to 8, the plan of organization provides for partial or semidepartmentalization. Art, music, physical education, and practical arts are taught by special teachers. The schedules of these special teachers are so arranged that they are never assigned to more than two buildings, and in some cases to only one building.

Changes in High School Studies

The high school program of studies has undergone extensive changes. These changes were thoroughly discussed in meetings of the Council of High School Principals and in meetings of high school teachers representing the various schools and subject fields over a period of a year. Major changes in the program of studies include the following:

1. The industrial-arts program has been expanded so that a pupil following a general high school course may take one half of his work (8 units) in that field, if he so desires.
2. The social studies offerings have been so organized that most students can take successive courses in civics, world history, American history, and socioeconomic problems.
3. Specialized classes in speech (dramatics, debating, and public speaking) are offered as electives in grades 11 and 12.
4. Special English classes in grade 9 are made available for those pupils whose proficiency in the English skills is considerably below standard, but who have sufficient mental ability to profit from special instruction. Remedial reading is emphasized in all cases where it is needed.
5. Practical mathematics is given in grade 9 for noncollege preparatory students.
6. Physiology, heretofore a required half-year unit in the ninth grade, has been extended to a full year course and placed in the tenth and eleventh grades as an elective.

Community Relations

The Bureau of Community Relations, operating under a director, has the responsibility for informing the people of Cincinnati of the aims and accomplishments of the schools, and for promoting cooperation between the schools and other community agencies with common interests and problems. In carrying out this program, every individual member of the staff maintains a cooperative relationship with the bureau.

The Bureau of School Research provides to the superintendent of schools and other administrative officers such information as is needed for the formulation of effective administrative policies. The bureau is in charge of a director.

School Business Administration

The Division of Business Administration, directed by a business manager with the status of assistant superintendent, deals with problems of finance, housing, supplies, and lunchrooms.

Because it is a responsibility of the board of education to periodically and properly audit all funds created within individual schools, a uniform system of accounting to govern the administration in the future of all intraschool funds has been put into operation this present year.

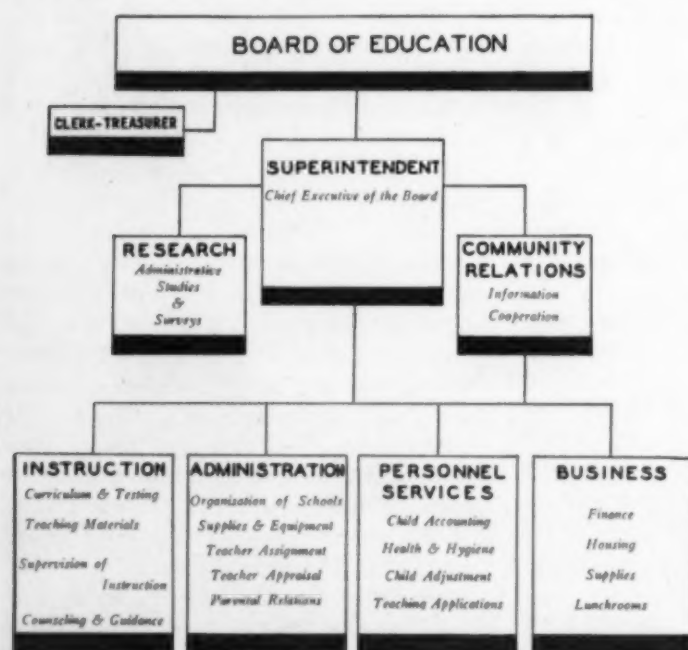
An *Intraschool Audits Section* of the Division of Finance has been established under the direction of a supervisor, and the functions of this section as well as the duties and responsibilities of the supervisor are set up under the general direction of the superintendent of schools.

A "Manual for Intra-School Accounting" has been prepared in order to advise principals, school treasurers, bookkeepers, and others, in the efficient handling and accounting of intraschool funds and in the establishment of uniform accounting methods and procedures in the schools.

Other manuals which have been prepared or revised, or are in process of preparation, deal with the organization and rules of the school system, pupil personnel procedures, intraschool funds, ordering of supplies, luncheon management, appraisal of administrative services, and duties of building service employees.

The responsibility for all personnel services

(Concluded on page 50)



New functional administrative services of
Cincinnati schools.



SCHOOL IS IN — — — FOR THE DURATION

SCHOOLS, like factories, are working 'round the clock these days. There's hardly a moment when classrooms aren't in use—for instruction or for cleaning.

And so much extra use means extra cleaning. All the more reason to be careful with your cleaning money—to use cleansers that turn in big results for every dollar spent.

In washing painted surfaces, for example, Wyandotte Detergent goes a long way to keep material and labor costs low. Walls and ceilings washed with Wyandotte Detergent stay clean a long time

because this economical cleanser is free rinsing and leaves no film to hold dirt.

This one all-around cleanser will give the same efficient work on floors and on porcelain enameled surfaces. Ask your Wyandotte Representative for a demonstration.



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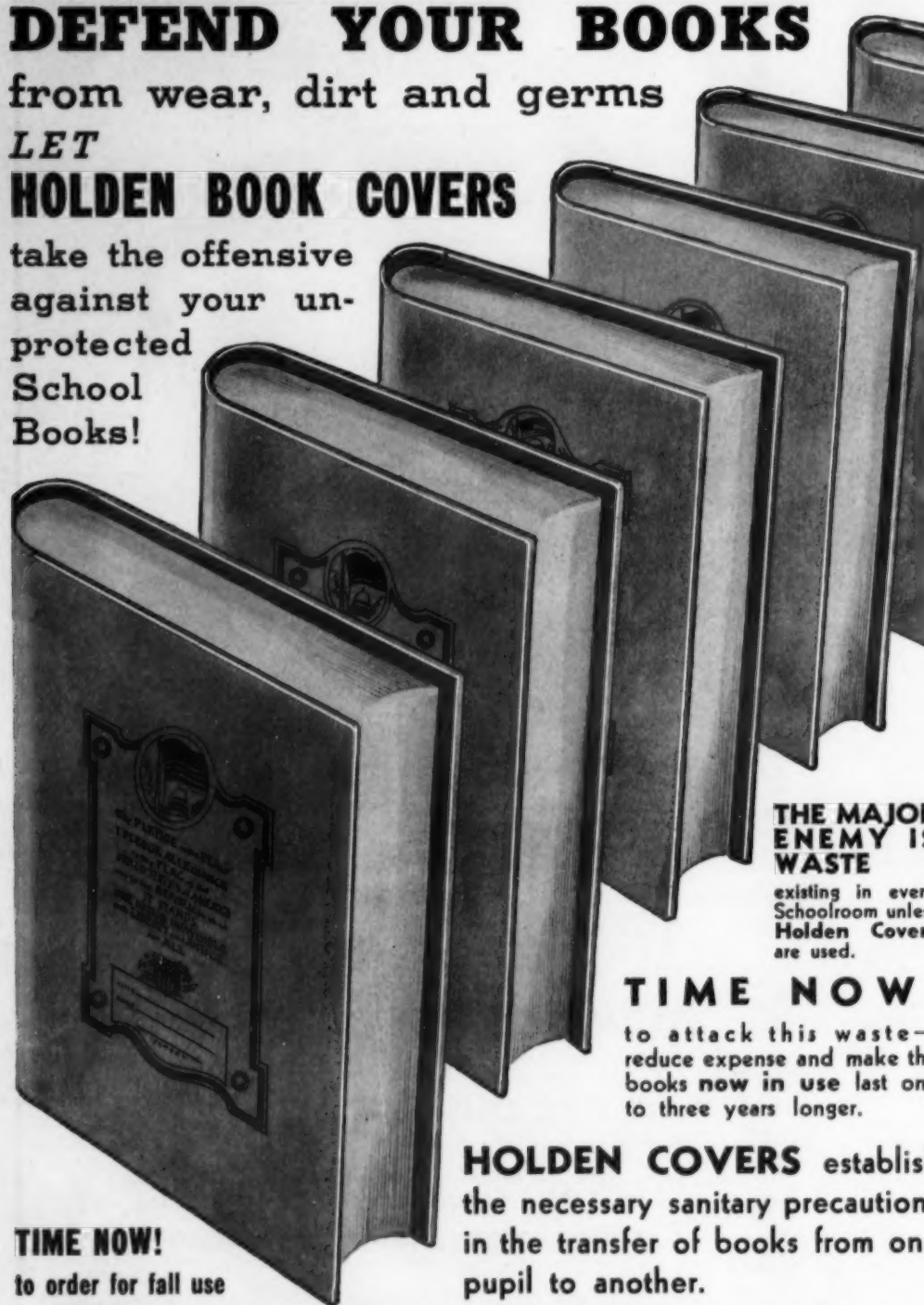
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HOLDEN PATENT BOOK COVER COMPANY
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(Concluded from page 48)

has been assigned to the *Division of Personnel Services* under a director in chief. These services include the selection of teachers; the maintenance of suitable relations with the local Teachers College; the administration of salary schedule regulations; the enumeration of children of school age; the enforcement of laws relative to school attendance and work permits; the collection of data relative to enrollment and attendance; the testing, counseling, and other services to exceptional children; the handling of all contacts between the schools and other social agencies concerned with child welfare; and the maintenance of the health services of the schools.

The *Department of Psychological Services* maintains two corps of field workers—school psychologists and visiting teachers, who make a special effort to center their attention upon the

problems of individual children. They do not limit their activities to testing alone, but attempt to make a complete study and analysis of each case and to make recommendations according to their findings.

The *Department of Child Accounting* of the Division of Personnel Services is responsible for the school census, attendance services, and work certificates. Last year for the first time, a continuous census was established, providing a continuously corrected file of all children in public and private schools.

Prior to last year, all attendance services were handled from one central downtown office. This work is now performed at four attendance centers located in various parts of the city, with a supervisor and a corps of home visitors in charge. On the basis of one year's experience with these attendance centers, a fifth center was established this year.

The Bureau of Teacher Personnel collects and analyzes information concerning applicants for all professional positions, and it maintains a file of current personnel data on all members of the professional staff. It also operates the substitute teacher services and administers the provisions of the salary schedule.

A more effective plan, one which envisions a broader base for judging the qualifications of candidates for professional positions, is in the process of preparation. It comprehends not only a consideration of academic preparation, certification, and recommendations, but also some attention to general cultural background, teaching success, personality, and mental and physical health.

PART TIME JOBS AS EDUCATION

(Concluded from page 14)

so that I can buy clothes and have a working reputation.

Since I finished my job at the dairy I have the highest admiration for any milkman who can really smile at a customer.

I have more confidence in my ability to talk with others.

For the first time in my life I had a definite responsibility. At first I was tempted to regard this lightly, but after the first time I stepped out of line I learned to live up to my responsibilities.

If a person keeps you looking for a certain size sweater for ten minutes and then decides he doesn't want it, your first impulse is to holler at him; but that would never do.

Everyone expected me to leave. For that reason I could not. I gritted my teeth and played the martyr. Later I found out that the first day was the worst.

DEFENSE WORK

♦ The federal defense training program in the public high schools of Indianapolis has been expanded in scope and facilities to make it possible to meet the increasing needs of war-production industries for trained employees.

It is planned to build up a reservoir of applicants for instruction to fill vacancies which may occur in classes, and to complete additional classes which will be organized with the addition of new shops and new machine-tool equipment. Additional new equipment has been installed in three high schools for speeding up the training program.

With the closing of the regular high school classes in June, it is planned to place the training centers on a 24-hour basis, and to establish 300 training stations to make room for many more trainees.

The training program includes instruction in auto mechanics, electrical maintenance, foundry work, machine-tool operation, machine maintenance, parts inspection, arc and acetylene welding, surface plate and machine scraping, radio equipment assembly, airplane engine mechanics, and tool and gauge design.

The classes have enrolled 1870 to date and trainees leave the classes regularly for positions in the war-production industries.

♦ San Antonio, Tex. The San Antonio Aircraft Unit, housed in a three-story brick building on San Pedro Ave., has reached a total enrollment of 3200. The Aircraft School and the Technical High School are operating on a full 24-hour schedule. Two further vocational high schools are operating on 16-hour schedules for defense work.

♦ Americus, Ga. Three new courses in auto mechanics, metalwork and welding, and electrical work are being offered for out-of-school youth. Each course covers eight weeks, five nights a week. The courses are being financed and supervised by the Federal Government.

♦ Swarthmore, Pa. The home-economics department of the public schools has cooperated with the Red Cross in the establishment of a training center for canteen workers. The schools are also cooperating with many other agencies, such as the Junior Red Cross, first-aid training groups, and other activities of the local defense council.

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Dr. Braddock's Microscope Was Commissioned Today

DR. BRADDOCK wants a new microscope—a Bausch & Lomb Microscope . . . and he's going to get it. It won't be today, though, for today America commissioned a new cruiser.

On this ship there are many optical instruments with a myriad of optical parts, made by the same hands that, in other times, might be grinding the lenses for Dr. Braddock's microscope. There are range finders fore and aft, and a score of smaller ones in strategic places about the ship. The glasses with which the officers scan the horizon are Bausch & Lomb products. Yes, and there's a B&L

Microscope, a duplicate of the one Dr. Braddock wants, in the laboratory of the ship's hospital.

Dr. Braddock still wants his microscope, but because he knows these things he is willing to wait. Thousands of "Dr. Braddocks" are making earlier victory possible.

Throughout the Bausch & Lomb plant, optical engineers and optical craftsmen are working long and tirelessly to further America's war effort. The lessons they are learning in the white heat of the national drive for victory will be available later to further the peacetime interests of science and industry.



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INTO wax kettles labeled "Neo-Shine" and "Weatherall" go the finest ingredients money can buy, carefully and scientifically proportioned.

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How do these waxes differ? Neo-Shine is the *Economy Wax*. Its unusually high wax content makes it go further—last longer. Weatherall is the *Waterproof Wax*, especially made to withstand the continuous wet-mopping of heavy traffic areas. Both waxes are *safe* on any floor.

Try these longer-wearing wax finishes on your school floors—now. You won't find their equals for durability, coverage, lustre, or economy—at any price.



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DEMOCRACY IN ADMINISTRATION

(Concluded from page 17)

they share in making administrative policies is an argument frequently urged. The argument is not tenable. The influences of democracy and opportunities and responsibilities for democratic participation are continuously bombarding teachers. Teachers, through religious organizations, political organizations, professional organizations, social-service organizations—to mention some groups—may enjoy to the fullest degree rich and fruitful experiences in democratic living. Notwithstanding all the educational literature to the contrary, democratic educational ad-

ministration, or cooperative educational administration, does not hold the one and only door through which teachers may practice democratic principles. Indeed, the necessarily artificial nature of democratic administration is an effective barrier to genuine democratic experience.

Why Burden the Teachers

The participation of teachers in the formulation of policies and responsibilities attached to carrying out administrative activities may prove detrimental to the efficiency of the teacher in discharging the tasks for which the taxpayers have employed her. The drainage of energy attendant upon hours of committee work on

administrative policies, if continued over an extended period of time, will vitiate the teacher's energy. This is a deplorable consequence which will prove costly to the citizenry and hampering to the best educational achievement of the children in view of the fact that a vital and positive personality is a prerequisite to enthusiastic and successful teaching.

Too many administrators have allowed themselves to be placed in a defensive position in this matter. They have capitulated to an ill-advised trend. The evidence presented in this paper strongly suggests that administrators and college professors have sought to escape from the uncomfortable dilemma by urging, on the one hand, that administrators increase the amount of teacher participation in administration, and on the other hand, that such a softened staff-and-line organization be called democratic administration. If boards of education and administrators tempted to support or introduce a scheme for democratic administration would review the literature related to any field in which their teachers are engaged, they would find that their teachers already face a stimulating and challenging task. It is unsound to impose upon them an endless stream of administrative problems. And in the final analysis, what justification is there for hiring administrators unless it be to provide an efficient and intelligent administration of the school system so that teachers can develop the innate resources of their pupils free from such annoyance and interruption?

OFFICERS OF WISCONSIN ASSOCIATION OF SCHOOL BOARDS

The Wisconsin Association of School Boards, at its recent meeting on April 17, in Milwaukee, Wis., elected new officers for the year 1942-43. These are: president, John T. Kendrigan, Ashland; first vice-president, W. J. Sleeman, Superior; second vice-president, Mrs. Maude Johnston, Glenwood City; secretary, Mrs. Letha Bannerman, Wausau; treasurer, C. E. Trelevan, Nekoosa.

IOWA CUSTODIANS' TRAINING SCHOOL

The tenth annual custodians' training school will be held June 16 to 18, in the Iowa State College, Ames, Iowa. The registration and general sessions will be in the auditorium and gymnasium of the Ames High School. The instructors will be experienced custodians recognized throughout the state for their work in this field. The courses, will comprise (1) housekeeping, and (2) heating and ventilation.

CALIFORNIA SCHOOL BUSINESS OFFICIALS ELECT OFFICERS

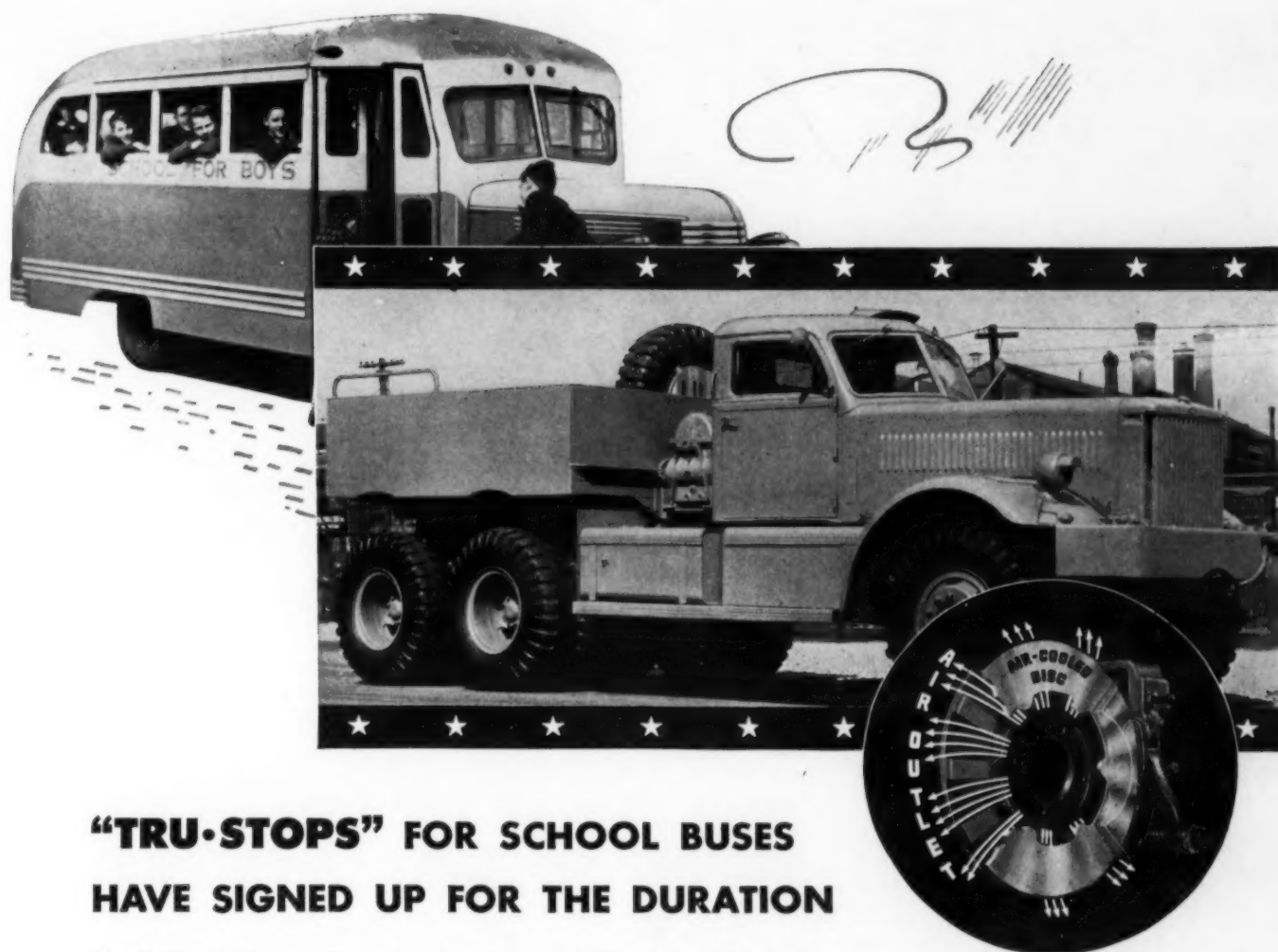
The California Association of Public School Business Officials, at its annual convention in Coronado, on April 15, elected new officers for the year 1942-43. These are: president, Martin P. Haviken, Los Angeles; first vice-president, John Berger, Piedmont; second vice-president, Clyde Yerge, Oakland; secretary, Harold Yost, Santa Ana.

AASA TO ST. LOUIS

The officers of the American Association of School Administrators have announced that the 1943 convention will be held in St. Louis, from Saturday, February 27 to Thursday, March 4. Headquarters, exhibits, and general meetings will be located in the St. Louis Auditorium.

COMING CONVENTIONS

June 26-27. University of Chicago Business Education Conference, in Chicago, H. G. Shields, Chicago, secretary.
June 27-July 2. National Education Association, in Denver, W. E. Givens, Washington, D. C., secretary.

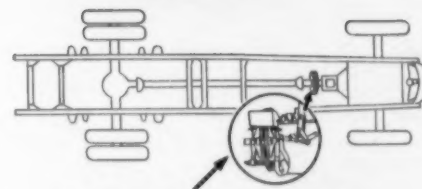


"TRU-STOPS" FOR SCHOOL BUSES HAVE SIGNED UP FOR THE DURATION

Until Victory brings Peace to America, we will not be able to supply **TRU-STOP Emergency BRAKES** for your school buses.

We are giving all we've got to total war because the Victory army of America moves forward on wheels. That means speed—but with vehicles so equipped that they *always* can make smooth, safe stops from *any* speed and under all emergency conditions. It is equally vital that the brakes on this fighting equipment hold this efficiency under tough Army conditions—no matter where they may be—with absolutely minimum service.

When Victory is ours, you will have **TRU-STOP Emergency BRAKES** again. Until that day comes, we will continue to do, in our way, what you school board members and school superintendents are doing in your way—give our first thoughts and our entire effort to Victory.



TRU-STOP Emergency BRAKES

TRU-STOPS are manually-operated propeller shaft emergency brakes of disc type. Rugged discs are ventilated. A flow of air is driven across both discs by vane construction that rivals the efficiency of well-made pressure pumps—dissipating the heat of braking that destroys the linings of other brakes—adding immeasurably to lining life and making possible the continuous use of the emergency brake to supplement and save the service brakes.

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★ Hillyard Floor Treatments and Maintenance Products produced and tested through many years of research and actual working conditions will amply protect all floor surfaces from this excessive wear. It pays . . . in many ways . . . to use Hillyard Proven Floor Products.

★ For beautiful, lasting floors, easily maintained, get in touch with the Hillyard Maintenance Engineer in your community, he is ready to serve you. Call or wire us, the consultation is FREE.

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WHAT PRICE TENURE?

(Concluded from page 24)

any public school funds of any school district in this Commonwealth, in any manner or for any purpose not provided in this Act, shall be illegal."

3. A supplementary contract covering certain phases of the teachers' responsibilities could be issued. One district, to the knowledge of the writer, has issued such contracts to care for the activities generally known as "extracurricular." This is educationally unsound, for it causes an unfortunate division in the educational activities—a division which is too widespread and should not be accentuated by such methods. Furthermore, there is a question as to what the reaction of teachers might be and what their attitude toward "activities" would be if later the supplementary contract were canceled and they were expected to carry on the work without extra remuneration. There is also a question whether the salary specified in the supplementary contract would not be considered by the courts a part of the regular salary. This is especially true since the supplementary contract appears to be a definite attempt to avoid the intent of the tenure act and prescribed contract. Furthermore, by reporting the teacher's salary as the sum of the salary provided in the two contracts and by contributing to the retirement system on that base, the board of education appears to admit that it regards the sum of the two contracts as the teacher's salary. Therefore, the supplementary contract legally may be but a part of the regular contract in so far as salary is concerned, and in this case, the salary of the teacher cannot be reduced below the sum of the amount specified in the two contracts.

4. The school board could decide to provide no increase. This would be exceedingly unfortunate, for it would probably result in many school

districts in the withdrawal of so many teachers or of such teachers as would seriously impair the efficiency of the schools.

5. The school board could grant increases with the understanding that they probably would remain fixed at that level unless subsequent court decisions would render possible later adjustments. In many instances such increases should be granted, for the salaries paid are low—regardless of the period under consideration.

The intention of this article is not to argue against sound tenure legislation. It is rather to picture one of the types of situations which confront boards of education, and which should answer the question of those directors who wonder if there is anything for them to do if they give up direct administrative activities and concern themselves with policy formation. Here is a matter of policy formation of no little difficulty. Here, also, is a problem of great concern to the society which unfortunately appears to be enveloped in such confusion that serious board members will be considerably vexed in solving it. Again, it reveals the inevitable difficulties and dilemma of a society or group within it which secures, perhaps inadvertently, too much through legislation and too little through the development of sound administrative practice backed by intelligent, active public opinion. Does it mean that the legislature has conferred perhaps unintentionally, in the words of the court, "special privileges" and "immunities" upon professional employees of school districts? If so, what is the answer to the problem? What is the judgment of professional employees in the matter, and how does and will the society react to it? Does it promote the advancement of the education of our people?

PERSONAL NEWS OF SUPERINTENDENTS

● C. R. CRACKES has been elected superintendent of schools at Moline, Ill., to succeed E. P. Nutting, who is retiring at the close of the school year in June.

● SUPT. BRUCE J. MYERS, of Chickasha, Okla., has been re-elected for the next school year.

● SUPT. HOMER C. SCARBOROUGH, of Great Bend, Kans., has been re-elected for a two-year term.

● N. B. SCHOONMAKER became superintendent of the Minneapolis schools when the board of education recently voted to drop the designation of acting superintendent.

● DR. VICTOR P. MOREY has resigned as principal of the Westmoreland High School at Lincoln, Neb., in order to accept an assistant professorship in the Extension Division of the University of Nebraska.

● DR. CLARENCE R. AYDELOTT, director of curriculum and instruction for the public schools of St. Louis, Mo., died suddenly on May 4, on his way to his office. Dr. Aydelott joined the school system in 1928 and had been principal and acting principal in the schools before his appointment as director of curriculum.

● BERT F. JOHNSON, of River Falls, Wis., has been elected superintendent of schools at Oconomowoc, to succeed Walter C. Krueger.

● SUPT. HARRY B. NASH, of West Allis, Wis., has been re-elected for another three-year term, beginning July 1.

● SUPT. ROBERT T. BAPTIST, of Buffalo, N. Y., has been given a new contract, running for six years, and carrying a salary of \$12,000. The increase in salary was given in recognition of new responsibilities assumed by Dr. Baptist in connection with the defense-training program.

● FRANK L. BURTON has been elected superintendent of schools at New Castle, Pa., to succeed Dr. C. C. Green, who is retiring at the end of the school year.

● The school board at Worcester, Mass., on May 1, honored SUPT. WALTER S. YOUNG on the beginning of his twentieth year as head of the public school system. Dr. Young began his service in the Worcester schools as a teacher in the South High School in 1903. He became assistant superintendent of schools in 1912, and in April, 1923, was named superintendent.

● ROBERT B. WEAVER has been elected superintendent of schools at Goshen, Ind. He succeeds O. L. Walter.

● DR. H. T. WEST, president of the board of education at Park Falls, Wis., has reported for military service and is stationed at Selfridge Field.

● EARL BELING has been elected president of the school board at Moline, Ill.

● The board of education at San Antonio, Tex., has reorganized with LEO BREWER as president, and J. E. SEIBERT as secretary.

● The board of education at Springfield, Ill., has reorganized with J. D. MYERS as president. ROY M. RHODES and A. E. MESTER are the new members.

● The school board at Rock Island, Ill., has re-elected TRUMAN PLANTZ, SR., as president.

*School Laws of Pennsylvania, 1939, Sec. 516, p. 60.



THIS CLEVER FLOOR DESIGN in the nursery of Rick's, Inc., Atlanta, Georgia, shows just what could be done in the kindergarten or nursery of your school. The animal figures and numerals of plain linoleum were designed and inset in the clock background, also of plain linoleum, by Rick's Floor Covering Department. Bench, too, is covered with linoleum.

Here's a nursery floor THAT REALLY LOOKS THE PART!



THE FLOOR in this picture really looks as if it belonged in a kindergarten or a nursery. It's part and parcel of the whole room's decorative scheme. And here's why: it's fashioned-to-order from Armstrong's Linoleum, the versatile, long-wearing flooring for schoolrooms.

This modern material offers a wide selection of patterns and colors. It can be used to create floors that are harmonious and instructive, floors that fit the requirements of a particular room or school.

But Armstrong's Linoleum is more than an important decorating material. It's a durable, long-lasting floor, a floor with specific advantages for schools. Maintenance, for instance, is inexpensive and easy... dry dusting plus occasional washing and waxing is all the care this floor needs. It's sanitary, too, for there are no dirt-collecting cracks in its smooth surface.

Why not take a tip from other school boards and install new floors of Armstrong's Linoleum? You'll find them low in cost—long in wear! For complete facts, and your copy of our free booklet, write today to Armstrong Cork Company, Floor Division, 1208 State Street, Lancaster, Pennsylvania.



ARMSTRONG'S LINOLEUM

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NEW BOOKS

The Administrator's Wife

By G. H. Marshall, Clara V. Marshall, and W. W. Carpenter. Cloth, 122 pages. Price, \$1.50. Christopher Publishing House, Boston, Mass.

This little volume discusses in a most interesting manner, the duties and responsibilities of the professional man's wife. Some wives are a positive handicap to their husbands' careers; others become real assets in that they become true helpmates.

The three authors have had many years of experience in the field of which they write. They think in terms of the school superintendent's wife in the small city when they write about the social contacts she is likely to encounter. There are many ways in which she can prove her value not only in cooperating with and counseling her husband but in cultivating acquaintances or at least maintaining attitudes likely to be beneficial to her husband's career.

The authors argue that the wife of the school superintendent should have a clear understanding of her relations to the community, the church, the school system, and the local board of education. She must be tactful and circumspect, realizing that her husband stands in an exposed position as a public servant and that his success rests in part at least upon the good will of the public.

The book is cleverly conceived and has definite value for the wives of all professional men, including physicians, dentists, etc., who must deal with the public.

Mechanical Drawing

Books I and II. By Edward Berg. Paper. Book I, 104 pages; Book II, 78 pages. The Bruce Publishing Co., Milwaukee, Wis.

Mechanical drawing, as taught on the high school level, recognizes the need for meeting a variety of general education objectives, particularly for preparing some 95 per cent of its students to become fluent users of drawings prepared by the remaining 5 per cent. General mechanical drawing then must provide a considerable body of information on various industrial, mechanical, and other activities, all of which utilize the common language of drawing for erecting houses and other buildings, constructing machines and mechanical devices, and for making sheet-metal objects, furniture, patterns, piping, etc.

The present books are arranged for four or five semesters' work. Book I for the first year teaches the fundamental "vocabulary" and the "grammar" of drawing and makes the student familiar with the essential conventions of drawings for practically every type of industrial and commercial work.

Book II provides what might be termed general specialization in that it introduces the learner to pattern development for sheet-metal work, pictorial drawing, building-construction (architectural) drawing, and machine drawing.

The books are organized on the unit basis with a series of six to eight "examples" or problems to illustrate the principles and conventions under discussion. Each problem group includes a simple, an average, and a difficult plate so that the slow, the average, and the brilliant student will find a challenge which he can meet. Supplementary problems for additional work and for testing the effectiveness of instruction are provided.

Practice Steps in English

By Frederick H. Bair and others. Books I to IV. Paper, 112 to 128 pages. 32 cents each. The Macmillan Co., New York, N. Y.

Here is a set of practical workbooks for the elementary school. They are based on the modern method of learning to speak and write correctly by practice. Explanations of grammatical principles or rules are confined to practical application avoiding grammatical discussions.

Democracy in America

By W. M. Muthard, S. M. Hastings, and C. B. Gosnell. Cloth, 623 pages. Thomas Nelson & Sons, New York, N. Y.

The authors of this book do not specify the year for which it is intended. Its style is simple enough to be understood by the higher type ninth grader, and dignified enough for use in the twelfth grade. The only objection one might lodge against its use in upper-division high school courses is that it gives rather superficial information on many of the points covered, although it very satisfactorily includes nearly all of the major topics of a course in civics or problems of democracy. In the hands of a teacher who is well informed on current civics problems, or who has knowledgeable access to general student references and source materials, the book would be very fine indeed.

Throughout the book, the emphasis is placed on the responsibility of the individual in making American democracy work and on the solution of the current problems through the democratic form of government. Religion is given its correct place in the American scheme of citizen-

ship, and adequate ideals are upheld. A nonisolationist but very sane view is given of war, and of the Jewish question. One noteworthy omission is a discussion of the place of the Negro in American life.

The type is large, the general make-up interesting, with adequate illustrations and captions. Each chapter ends with a summary, word lists, adequate thought questions, problems and activities, and brief bibliographies. —E. R.

Duties of School Principals

By Paul B. Jacobson and William C. Reavis. Cloth, 812 pages. Price, \$3.50. Prentice-Hall, Inc., New York, N. Y.

This comprehensive work takes up in four main divisions the duties of principals: (1) in organizing for effective school operation, (2) in organizing and administering instruction, (3) in supervising instruction, (4) in handling noninstructional professional duties, and (5) in seeking professional development.

The book strongly emphasizes ordinary duties.

The Unit in Social Studies

By J. A. Michener and H. M. Long. Cloth, 108 pages. Harvard University, Cambridge, Mass.

The unit method of social studies, founded largely on the tenets of Gestalt psychology not yet 20 years old, has been much discussed in American educational literature. The present study is an attempt to summarize prevailing definitions of the unit, to make brief remarks about its characteristics, and to give some information about the "subject matter content" of units. Over half of the book is devoted to sample units for students and teachers, which should prove useful to those engaged in working out unit plans for practical use.

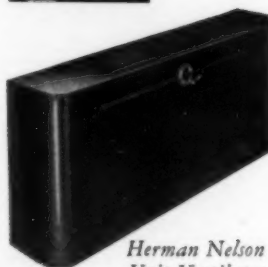
The main worth of the study would seem to lie in its admirable synopsis of the various definitions which have been evolved, and especially in the footnote citations and the lengthy bibliography of books, pamphlets, and magazine articles on the subject. The authors define the "social-studies unit, whether for teacher or student," as "an organization of information and activities focused upon the development of some significant understanding, attitude, or appreciation which will modify behavior." One is especially reminded of the fact that there is no commonly accepted method of teaching units, and many variations have been evolved upon Morrison's original plans. Despite the excellency of the study, one feels that a more worthwhile result would have been achieved had there been a more critical discussion of this unit method and what it has, or has not, accomplished. —E. R.



The accepted method for maintaining proper classroom air conditions

The Herman Nelson Unit Ventilator is recognized by School Authorities as the accepted method for maintaining desired classroom air conditions. This modern, attractive unit provides the correct temperature by heating the air when needed, and by cooling it as required through the controlled introduction of cooler, outdoor air.

Herman Nelson's exclusive "Draw-Through" design also assures unusually quiet operation. Location of the motor in the end compartment—out of the air stream—provides additional space for larger fans running at slower tip speeds. The elimination of all unnecessary noise from Herman Nelson Unit Ventilators permits operation at full capacity for maintenance of desired air conditions in the school classroom.



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Manufacturers of Quality Heating, Ventilating and Air Conditioning Products

Fundamentals of Selling

By R. G. Walters and J. W. Wingate. Cloth, x-562 pages. Price, \$1.68. South-Western Publishing Co., Cincinnati, Ohio.

A revised edition of a textbook intended for use in an introductory course in the distributive field. The book is divided into seven chapters, taking up (1) functions of sellers, (2) basic knowledge needed in selling, (3) the seller, (4) the sales transaction, (5) mediums for selling, (6) selling policies, and (7) selling oneself.

The principles presented in this book are now being used by successful selling enterprises and all of the material has been tried out in practice.

Seven Keys to Getting and Holding a Job

By George J. Lyons and Harmon C. Martin. Cloth, 249 pages, illustrated. \$1.20. The Gregg Publishing Co., New York, N. Y., 1942.

Here is a well-organized exposition of the principles that ought to be observed in seeking a job or in retaining one. The book, written by two business executives, is addressed especially to those of high school age.

Terman-McNemar Test of Mental Ability:

Forms C & D
By Lewis M. Terman and Quinn McNemar. Manual of directions, tests, key, and class record. 25 cents per

copy; \$1.20 per package. World Book Co., Yonkers, N. Y.

A First Course in Algebra

By N. J. Lennes. Cloth, xiii-562 pages. Price, \$1.56. The Macmillan Co., New York, N. Y.

This revision of a widely popular book frankly recognizes individual differences in the mathematical abilities and interests of students. It is characterized by simplicity, both in the fundamental explanations of mathematical principles and in the application of these principles to problems and problem solving.

The Tenth Yearbook of School Law

Edited by M. M. Chambers. Paper, 200 pages. Price, \$1.25. American Council on Education, Washington, D. C.

This summary of the decisions of the courts on school law presents the 1941 findings under 15 general subject heads.

Work Experience in Education

Edited by Warren C. Seyfert and Paul A. Rehms. Paper, 65 pages. Price, 30 cents. Graduate School of Education, Harvard University, Cambridge, Mass.

This is a concise report of a workshop study carried on in 1941 by a group of 23 school administrators. It suggests practical in-school and community work experiences, methods of supervision, and co-ordination for maximum education values.

Discovering Geography—Industry

Paper, 122 pages. Price, 75 cents. Longmans, Green & Co., New York, N. Y.

Prepared from the British point of view for use in English schools, this book will serve an excellent purpose in American schools for reference and supplementary reading. Each unit begins with topics for the study of local industry in geography and its relation to world geography. Following each unit are questions for further investigation.

50 Metal-Spinning Projects

By James E. Regan and Earl F. Smith. Cloth, 110 pages. Price, \$1.75. Bruce Publishing Co., Milwaukee, Wis.

The book is offered to help solve the problem of finding interesting, varied, and artistic metal-spinning projects. It is intended for use in connection with the book, *Metal Spinning*, by the same authors which contains detailed information on the spinning process.

Weekday Classes in Religious Education

By Mary Dabney Davis. Paper, 66 pages. Price, 10 cents. Bulletin, 1941, No. 3. Federal Security Agency, United States Office of Education, Washington, D. C.

The bulletin describes state and local programs for week-day classes in religious education conducted on released time for public school pupils.

Vocational Training in Wartime

Paper, 35 pages. Issued by the Conference Committee of the American Association of School Administrators, Washington, D. C.

A useful handbook outlining joint action by educators and businessmen to expedite job training essential to war production. It outlines several basic types of training which have been found essential to war production, comprising (1) pre-employment training, (2) refresher training, (3) retraining, (4) upgrading, (5) training of teachers, and (6) professional training. Three major and three additional training programs of national scope are being conducted for the duration of the war emergency.

Corporal Punishment

By Herbert A. Falk. Cloth, 162 pages. Price, \$2.10. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

This doctoral dissertation traces the theory and practice of corporal punishment for disciplinary purposes from the earliest colonial period to the present day. The author examines particularly the present status of the school practices and argues strongly for their entire elimination from educational procedure and thinking.

It's Fun to Be Safe

By Herbert J. Stack and Geraldine Hutson. Cloth, 192 pages. Price, 80 cents. Beckley-Cardy Co., Chicago, Ill.

Using a positive approach, the authors present lessons on safety in continuous narrative form, for grades three to five. The illustrations include photographs.

PUBLICATIONS FOR SCHOOL BUSINESS EXECUTIVES

A Primer of Michigan School Law

Paper, 155 pages. Price, \$1. Oakland Education Press, Clawson, Mich.

A handbook of state school laws, intended for the use of school officials, students, and laymen. It gives complete unified references and citations and outlines the duties and responsibilities of boards of education, superintendents, and other school officials.

School Plant and Equipment

Paper, 117 pages. Bulletin No. 2, April, 1942, issued by the American Educational Research Association, Washington, D. C.

This is the fourth in a series of bulletins dealing with the school plant and equipment. This issue, in four parts, deals with school plant and society, planning and construction of buildings and grounds, maintenance and operation of buildings, and relations of states to local units. Chapters take up (1) the social significance of school plants, (2) effects of the Defense Program on school plants, (3) educational designing, (4) legal aspects of planning and construction of buildings, (5) furniture and equipment, (6) school building bonds, and (7) trends in construction of buildings.

Standardized Shop Commodity Index, 1942

Prepared by Lloyd M. Williams. Paper, 101 pages. Published by the board of education, Chicago, Ill.

An equipment list which is intended to serve as a standardization of budget, purchase, and property-control commodity-list classifications. It supersedes old commodity numbers in the inventory equipment book of 1937. Valuable for exact nomenclature and classifications.

Coal Consumer's Digest

Published by the Office of the Bituminous Coal Consumers' Counsel, Washington, D. C.

This monthly analysis of coal markets is valuable for school authorities who are placing orders for large quantities of fuel. The digest is available from the Counsel.

Rules and Regulations of the Board of Education of Morrison, Ill.

Contains the complete rules and regulations of the city school system, covering the board of education, the superintendent of schools, the principals, the teachers, the pupils, attendance and discipline, and the janitors.



AS A DEFENSE MEASURE BLEACHER FABRICATION ENDS

About June 15th, fabrication of all bleacher seating must cease for the duration of the war, and 45 days later all orders must be assembled and shipped. Thereafter only repair and maintenance parts can be supplied. Orders received now for new equipment can be accepted only if completed within the above dates.

Universal will fully comply with these emergency demands on industry, and will join the other hundreds of loyal plants busy with war production. When this need is ended we will again produce quality bleachers and grandstands to meet your needs.



WIRE YOUR ORDER TO US TODAY . . .

We can still accept some orders for both wood portable and steel folding bleachers. In ordering, or requesting quotations: for Wood Portables please advise number of rows in height desired and total number of seats required; for Steel Folding Stands please advise total number of seats desired, distance in feet and inches from wall to out-of-bounds line, and length or lengths of spaces available for seats.

We will do our best to supply your needs.



UNIVERSAL BLEACHER COMPANY
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**ALL HOLMES
PROJECTORS**
are now going to
the U. S. Government

But we want to cooperate with our many good customers and dealers by keeping existing Holmes equipment in good running condition. Requests for repair parts, if ever necessary, will receive our earliest possible attention.

New machines, unfortunately, are not available for delivery at the present time.

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Manufacturers of 16mm and 35mm Sound-on-Film Projectors
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TRAPPED IN THE CEILING



NOISE DEMONS
go in here and disappear

THE easy, economical way to rid a school building of noise demons—which torment instructors and pupils alike—is to trap them in ceilings of Armstrong's Cushiontone. This highly efficient, low-cost material has nearly five hundred noise-absorbing perforations to the square foot.

Classrooms, corridors, cafeterias, gymnasiums, offices—practically all school areas—need the *quiet* that comes from eliminating the demons of noise. There's a clearer hearing in the auditorium, too, when Cushiontone is used to correct acoustics.

Armstrong's Cushiontone is easy to clean—can even be repainted, when necessary, without affecting its acoustical efficiency. Its good-looking, ivory-colored surface is an excellent reflector of light.

A good insulating material, Cushiontone makes it easier to keep rooms at healthful, constant temperatures. It also helps to save fuel.

Find out what Cushiontone can do for your school buildings . . . write today for a free sample and complete information. Armstrong Cork Company, Building Materials Division, 1246 State Street, Lancaster, Pa.



Two thicknesses, two unit sizes, and the attractive ivory coloring make Cushiontone adaptable to any school area. It is erected quickly in old buildings or new.

ARMSTRONG'S CUSHIONTONE

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Automatic contributes to the war effort

For VICTORY — Save on Equipment NOW!

The Automatic Pencil Sharpener Co. is producing Ammunition in increasing quantities.

You can help by keeping YOUR

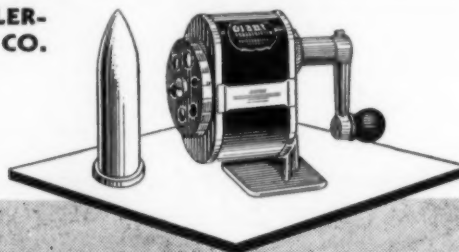
sharpener oiled and clean! A drop of oil on main bearings and cutter gears helps stop wear. Do this frequently. Keep shavings receptacle empty to avoid clogging of working parts.

Many small economies can win the war!

AUTOMATIC PENCIL SHARPENER CO.

DIV. of SPENGLER-LOOMIS MFG. CO.

CHICAGO, ILL.



MICHIGAN CITY BUILDS FOR PERMANENCE

(Concluded from page 37)

Chicago bank at an interest rate of $1\frac{1}{2}$ per cent. The bonds are of the serial type and will be retired within a period of eleven years so that the total cost of the financing will be only \$165,120. Between the date of the approval of the bond issue and the actual letting of contracts there was a considerable increase in building materials and labor costs. In order to maintain the high structural and educational standards sought in the buildings, the plans were slightly modified and the acoustical ceilings and full work alcoves were eliminated. No essential educational or structural value was eliminated.

Construction and Equipment Details

MARSH AND GARFIELD ELEMENTARY SCHOOLS

Roof Construction, Johns-Manville builtup tar and gravel.
Unit ventilators, *Dunham*.
Temperature control, *Dunham*.
Lighting, fluorescent; Beacon fixtures, *Wakefield*.
Fire-alarm systems, *Holtzer-Cabot*.
Plumbing fixtures, *Standard Sanitary*.
Flush valves, *Sloan*.
Blackboards, *Slatebestos*, *Beckley-Cardy*.
Bulletin boards, *Duplex*, *Beckley-Cardy*.
Wardrobes, *Evans*.
Classroom seating, *American Seating Co.*
Kindergarten furniture, *American Seating Co.*
Auditorium stage scenery, *Mork-Green Studios*.

Foundations, reinforced concrete; exterior walls faced with rough-texture, fire-clay face brick, and limestone trim, hollow tile backing.

Roof load carried on solid brick columns and concrete beams. Walls above windows carried on steel I beams by steel lally columns, set in small brick piers.

Floors, carried on steel bar joists; maple floors in classrooms; terrazzo floors in corridors and toilet rooms; finished floor in auditorium and principal's office, maple.

Roofs, supported on steel bar joists, five-ply tar and gravel.

Doors and windows, exterior doors, steel; interior doors, birch veneer; all door frames, metal; window sash steel.

Wall finish, plaster with unglazed brick wainscoting in corridors and toilet rooms.

Ceilings, plaster on metal lath; insulation, 4 inches of mineral wool over all ceilings.

Woodwork, stained birch.

Plumbing, all pipes in pipe tunnels and utility chambers; suspended lavatories and toilets and drinking fountains; seat-operated water closets of standard and junior size.

Heating, vacuum steam, oil-fired boilers, unit ventilators, and direct radiation, thermostat controlled.

Electrical work, classrooms provided with 200-watt covered fluorescent fixtures; in the auditorium, recessed lighting fixtures and spotlights, mounted in ceilings and stage; no footlights.

Cost, 37.2 cents per cubic foot, \$300 per pupil.

STERLING'S VACATION GARDENS

(Concluded from page 22)

covering fresh avenues of approach to the coveted goals of education. It was put on trial in the hope that by participating in its activities the children might develop a better understanding of those factors in nature upon whose productivity all life depends and that this in turn might lead them to conceive a higher type of citizenship. That the experiment did produce such results may be concluded from statements made by parents. Said one enthusiastic father, writing to one of the supervisors: "Ever since I took that garden tour with you I've wanted to tell

you what I thought of the splendid work you two men are doing. You are doing more than a mere job of gardening. Perhaps one could buy the vegetables raised at a small cost. But you are not only teaching these youngsters to raise pumpkins and radishes; you are creating a certain spirit in them. It's hard for me to say just what I mean. Perhaps to say you are building good citizens would cover it, although I wanted to say it in a different way."

"Creating a certain spirit in them" tells the story. Schools are established for the purpose of building good men and women as well as "good citizens" and that can be done only by "creating a certain spirit" in the children. When that spirit has been created, our national defense will be invulnerable.

SCHOOL-BUILDING CONSTRUCTION

In 11 states west of the Rockies, contracts were let during April, 1942, for the erection of 29 school buildings, at a cost of \$1,618,932. During the same period, 54 projects were reported in preliminary stages, at an estimated cost of \$4,707,929.

During the month of April, Dodge reported contracts let for 182 school buildings in 37 states east of the Rockies. The valuation was \$11,318,000.

NEWS OF OFFICIALS

• VINCENT COLEMAN has been elected president of the school board at Elgin, Ill.

• JAMES M. BLOOD has been elected president of the grade school board at Joliet, Ill.



MER-KIL PC 15 DISINFECTANT IS

Readily Available

... and its GREAT ECONOMY
SOLVES YOUR BUDGET PROBLEM

An advance step in the combining of mercury and iodine in a water soluble combination that is NON-TOXIC and SAFE TO HANDLE.

RELEASES MATERIALS NEEDED IN WAR PRODUCTION WORK . . .

such as cresylic acid, chlorine compounds, formaldehyde and alcohol. Complies with U. S. Navy specifications for a disinfectant.

A DISINFECTANT, DEODORANT and FUNGICIDE. MER-KIL PC 15 is ideally suited for use in the washing of walls, floors, woodwork, toilets and general disinfection operations, and may be counted on to destroy pathogenic micro-organisms. It is extremely effective in the prevention of Athlete's Foot and foot infections around locker rooms, shower baths, etc.

1 Gallon makes 100 gallons of effective solution at an approximate cost of only 3c per gallon!

MER-KIL PC 15's LOW COST is lower than the average cost per gallon of other effective solutions on the market of comparable germ-killing strength.

Let MER-KIL PC 15 prove its effectiveness and low cost in YOUR school as it has in hundreds of others.

Write for complete data and name of nearest distributor.

Send
Coupon
Today!



MER-KIL CHEMICAL PRODUCTS COMPANY
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MER-KIL CHEMICAL PRODUCTS COMPANY
107 N. Wacker Drive, Chicago, Ill.

Please send me complete information about MER-KIL the "all-purpose" disinfectant that is non-toxic and safe to handle.

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City and State

AS6-42

School Administration News

FOREIGN LANGUAGES IN HIGH SCHOOLS

A teacher at Evansville, Ind., writes in the local "Schools Bulletin":

"Surely it is tragic for us to overlook the importance of preserving French and German in our school system. Latin still maintains favor for many traditional and professional reasons. Spanish has rightly grown in favor, as it has a definite place in the curriculum in line with our good-will policy and the present and future development of our commercial interests in South America. On the other hand, German and French have lost out entirely, possibly because one is the language of our enemy and the other that of a beaten ally and possible future enemy. However, both French and German are important for scientists, technicians, musicians, and a large group of experts in other fields. These languages, therefore, are often on the required list of some colleges.

"Moreover, I do not think we should overlook the fact that in the postwar reconstruction period, the United States will have the greatest part of the responsibility in bringing order out of chaos not only in our own continent and between our neighbors and ourselves, but also in Europe and between European nations. For our own understanding and appreciation of the problems of these nations, it is essential that we know their language and have learned something of their background and culture.

"You may say that high school students studying foreign languages will not greatly help this understanding, because all decisions will be made by diplomats and statesmen. However, our democratic ideals require that the decisions of our leaders be supported by the people. Therefore, the people must be educated, so that they can and will back up the thinking of their most capable leaders. Unfortunately, if our citizens have been allowed to develop a critical and derog-

atory attitude toward other nations and toward our involvement with them, we can have a return to the isolationist ideas which made us fail to share in the enforcement of peace after the last war.

"There is no surer way to understand people than to know their language and through their language to learn their customs, their thoughts, their ideals. Surely, then, we must be concerned at the lack of enrollment in French and German."

SCHOOL-BUS SERVICE IN WARTIME

State Superintendent Dr. Eugene Elliott, of Michigan, has advanced six rules recently to forestall the impairment of the bus service of the state. He held that 60,000 school buses were in operation. It is estimated that 20,000 pupils traveled 50,000 miles a day in private cars.

The rules for getting the longest possible school-bus service:

1. Check equipment and tires daily.
2. Establish 35 miles an hour as maximum speed.
3. Reduce length of bus routes by discontinuing backtracking on side roads. Pupils should walk reasonable distances.
4. Establish bus routes within natural community areas. Extending bus routes to accommodate a few pupils is impractical and expensive and often causes unnecessary duplication of routes. Immediate readjustments of such overlapping routes should be made.
5. Out-of-state trips should be discouraged. If such trips are necessary, use commercial bus lines or railroads.
6. Reduce to a minimum the use of buses for school trips outside the community.

NEW SALARY SCHEDULE FOR SECRETARIAL STAFF HIGHLAND PARK, MICHIGAN

The board of education of Highland Park, Mich., has approved a new salary schedule applying to members of the secretarial staff of the school system. The schedule which is considered a 100 per cent salary schedule in the same manner

as the teachers' salary schedule, is to become effective on July 1, 1942.

Under the schedule, Mimeograph typists will be paid a minimum of \$80 per month, and will advance at the rate of \$10 per month up to a maximum of \$1,500 per year. Switchboard operators will receive a maximum of \$1,250 per year.

Stenographers and clerks will begin at a minimum of \$80 per month, and will advance at the rate of \$10 per month up to a maximum of \$1,668 per year.

Miscellaneous clerks will begin at \$80 per month, and will advance at the rate of \$10 per month up to a maximum of \$1,500 per year.

Secretarial stenographers will begin at a minimum of \$90 per month, and will advance at the rate of \$10 per month up to a maximum of \$1,840 to \$1,900 per year.

The superintendent's secretary will begin at \$100 per month, and will advance at the rate of \$10 up to the maximum of \$2,280 per year. The assistant secretary will begin at \$100 and will work up to a maximum of \$2,040 per year.

The nonteaching employees' schedule is also to be considered a 100 per cent salary schedule. Head engineers will begin at a minimum of \$2,600 and work up to a maximum of \$3,000. Engineers will begin at \$1,900 and will advance to a maximum of \$2,400.

Head custodians and engineers will begin at a minimum of \$1,900 and will work up to a maximum of \$2,400. Head custodians and firemen will begin at \$1,600 and will work up to a maximum of \$2,000. Assistant head custodians will begin at \$1,600 and will work up to \$1,800.

Custodians will begin at \$1,500 and will work up to a maximum of \$1,800. Matrons will begin at \$750 and will advance to \$1,000.

Maintenance foremen will start at \$2,600 and will work up to a maximum of \$3,000.

Stockroom managers will begin at \$1,700 and will work up to \$2,100.

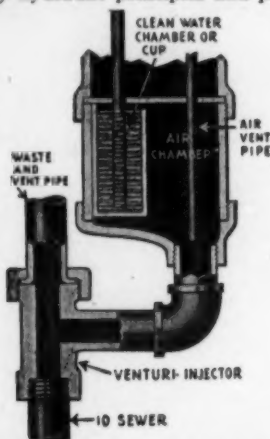
For the year 1942-43 the secretarial staff and the nonteaching operating staff of the schools will receive 93.75 per cent of the total 100 per cent.

The School Buyers' Aid

Important New Offerings of School Value

Pure Drinking Water Font

In a matter so important as the providing of pure drinking water, the prevention of back flow must be dependable and not subject to any mechanical failure. A specially designed "Air Lock" drinking font has been added to the Murdock Mfg. & Supply Co. line of outdoor bubble fonts. The manufacturer states that air lock is created by hydraulic principles and prevents con-



Sectional view of Murdock "Air Lock" bubbler.

tact of polluted water from a back-up sewer with the fresh water supply without employing any mechanical device. Murdock Mfg. & Supply Co., Cincinnati, Ohio.

For brief reference use SBJ-610.

Plaque for Honor Rolls

A glass "Roll of Honor" plaque has been perfected by the Pittsburgh Plate Glass Co., Pittsburgh, Pa. The plaque is made of polished carrara glass. An emblem or the name of a school can be sand carved and painted with varnish protected gold leaf at the top. Names are painted inscribed in white or gold. When the list is complete, names may be rearranged alphabetically and permanently inscribed by sand blasting. Complete information may be obtained from the manufacturers.

For brief reference use SBJ-611.

All-Purpose Disinfectant and Deodorant

An all-purpose disinfectant and deodorant under the trade name Mer Kil PC 15 has been announced by Mer Kil Chemical Products Co., 107 N. Wacker Drive, Chicago, Ill. According to the manufacturers the product is stable, powerful, yet nontoxic. As a deodorant it is said to kill putrefactive bacteria, at the same time destroying odors of decomposition and putrefaction. The manufacturers claim it is effective in the prevention of athlete's foot and foot infections around shower baths, swimming pools, etc. It also can be used as a foot-bath solution and as a disinfectant for floor areas, respirators, goggles, gas masks, oxygen breathing apparatus, and all rubber equipment in schools, hospitals, industrial plants, and other institutions used for safety work.

For brief reference use SBJ-612.

War-time Health Sound Pictures

Two sound motion pictures which dramatize the efforts of science to get the greatest nutritive value from food through proper cooking and refrigeration methods are now offered by the Visual Education Section of the Westinghouse Electric & Mfg. Co., Mansfield, Ohio.

"V Men" a 17-minute movie shows the actual tests which determine the effect of the different cooking methods on natural vitamins in vegetables. "40 Billion Enemies" a 26-minute film in full color explains the basic principles of refrigeration which affect the health-giving qualities in foods. The films are available for use in schools.

For brief reference use SBJ-613.

Film Catalog

Ideal Pictures Corp. has just issued the 22nd edition of their film catalog. This edition has been enlarged and divided into four sections under the titles: Film Equipment, Accessories, Sound and Silent Films. Films appropriate for education, entertainment, and religious purposes are listed. Films are available for purchase or rental from the Ideal Pictures Corp., Home Office: 28 E. 8th St., Chicago, Ill.

For brief reference use SBJ-614.

Safety Film for Schools

A series of six single reels of 16mm. motion pictures has been produced by Dr. Jacob Sarnoff for practical instruction in first aid for defense workers, high school students, and other organizations. The films follow the general line used in official Red Cross instruction books and can be rented or purchased from Bell and Howell Co., 1801 Larchmont Avenue, Chicago, Ill.

For brief reference use SBJ-615.

Victory Gardens Color Film

"Garden for Victory," a 30-minute motion picture in color with sound, or in black and white silent form, has been produced by James H. Burdett. It visualizes the raising of green vegetables in a backyard garden. The film can be rented or purchased from Bell & Howell Co., 1801 Larchmont Avenue, Chicago, Ill.

For brief reference use SBJ-616.

BUY COAL EARLY

The Bituminous Coal Consumers' Counsel, Washington, D. C., has urged a "buy coal now" campaign.

Public consumers, large and small, are urged to order and take delivery of their winter coal now in order to clear the tracks for war shipments during the peak months of the fall. All civilian needs must give way to war needs and the tracks must be cleared for fall shipments.

NEW STANDARDS FOR FANS AND BLOWERS

The National Association of Fan Manufacturers, of Detroit, Mich., has announced the third edition of Form X-12, entitled "Standard Methods for Centrifugal Fans and Blowers."

REVISED STANDARDS FOR METAL TOILET PARTITIONS

The National Bureau of Standards of the U. S. Department of Commerce, Washington, has announced an emergency simplified practice, recommendation R101-40, for simplifying the sizes and designs of metal partitions for toilet and dressing-room enclosures. The changes will conserve steel and critical metals for the duration of the war.

The emergency supplement eliminates all brass hardware and substitutes panel-type partitions and doors in installations which ordinarily are constructed with flush type. It provides for the use of smaller partitions than those formerly used, with a saving of 18 to 33 per cent of the steel formerly used. The later substitution of flush-type partitions and doors will be possible without dismantling posts, head rails, or other braces, and without defacing floors or walls.

After The Meeting

A SUPERINTENDENT SAYS:—

An uneducated man is like a firecracker without a fuse.

Even Hitler said: "Whoever has the youth has the future." The teachers have it—What do they plan to do about it?

We must begin to train children to live in America rather than in Utopia.

The curriculum should be extended vertically to bridge the gap between graduation and employment.

Schools should be operated in accordance with democracy and Christianity, both of which recognize the dignity and worth of the individual.

Place as much responsibility as possible upon the pupils—it is harder for the teacher—but better for the pupils.

Extracurricular activities should contribute to, rather than crowd out, essential subject matter.

—R. W. Hamilton, Greenup, Ky.

Teachers' Ethics?

The story is told of two teachers who attended a Midwest state convention.

"What is this thing ethics they are talking about?" asked Gladys Upstate.

"Well, it's the same as etiquette," answered Mary Downstate. "It tells you certain things you mustn't do, when somebody is looking."

Progressive Lesson

Stories about progressive schools remain a source of comfort and cheer in these gloomy days. We've been told of a little girl of 11 who came home on Friday afternoon and told her mother that her class had had its weekly cooking lesson. "That's nice," mother said. "And what did you learn?" "Oh, we just reviewed toast," the little student said.—*The New Yorker*.

School Law

Establishment of School Lands and Funds

The fundamental purpose of legislation regulating education is based on the consideration of the welfare and best interests of the child and must not be lost sight of by the court in construing statutes dealing with the educational system.—*Knickerbocker v. Redlands High School Dist.*, 122 Pacific reporter 2d 289, Calif. App.

School District Property

A liberal interpretation of the school-board proceedings does not do away with the mandatory provisions of the Nebraska statute that no school property of a school district shall be sold without an affirmative recorded vote of at least two thirds of all members of the board of education at a regular meeting. Neb. complete statutes of 1929, § 79-2520.—*Hand v. School Dist of City of Sidney*, 2 Northwestern reporter 2d 313, Neb.

A 12-year-old boy of at least average intelligence, who sustained injuries by sticking his foot through a hole in the floor of a moving school bus against the rear wheel, after other children had ceased doing so for amusement upon a warning of their companions, was contributorily negligent so as to bar recovery against the owner of the school bus.—*Gilcrease v. Speight*, 6 Southern reporter 2d 95, La. App.

Teachers

A teacher's refusal to accept an assignment which the school board has the power to make, constitutes a violation of the school laws in violation of a teacher's contract and "persistent negligence" for which he may be dismissed and his contract terminated under the Pennsylvania tenure act, 24 P. S. § 1126.—*Commonwealth ex rel. Wesenberg v. School Dist. of City of Bethlehem*, 24 Atlantic reporter 2d 673, Pa. Super.

Under a New Jersey statute, providing for a teacher's tenure after employment for three consecutive academic years with employment at the beginning of the next succeeding academic year, where a teacher resigned at the request of the board of education, effective five days before the first three-year period had expired, was re-employed and resigned during the last week of a second three-year period, after two days was re-employed and at the end of the three-year period was discharged, the teacher did not acquire tenure. N.J.S.A. 18:13-16—*Norwits v. Board of Education of Harrison Tp.*, 23 Atlantic reporter 2d 914, N. J. Sup.

School Board News

TEACHERS' SUMMER SERVICE

The board of education of New York City has adopted new regulations to handle the problem of summer service. The regulations will eliminate anxiety as to the scope and character of the service.

Under these rules, all regularly appointed members of the supervisory, teaching, administrative, clerical, and custodial staffs must be within 24 hours' travel of New York City at all times during the vacation period. In view of the war emergency, it is not considered advisable for members of the school staff to rely upon travel by air as the means of timely return to the city.

The responsibility for receiving information as to emergencies during the vacation period will rest upon each member of the staff. The superintendent will notify members of the staff by radio and press as to the needs of the situation. Members of the staff must hold themselves in readiness to answer the call if and when needed.

During the vacation period, all principals, teachers, school clerks, and others will devote two weeks to civilian defense training and activities in the schools. Members of the staff will act as volunteer instructors of teacher, parent, or community groups.

A calendar setting up periods of service for the summer months has been prepared. Five groups have been arranged, operating from July 1 to September 10, with one fifth of the staff of each school serving during each of the service periods. Members of the staff are selected by the sponsors, who make the necessary arrangements for the assignment of the volunteer instructional staff.

BOARDS OF EDUCATION

♦ Minneapolis, Minn. Supt. N. B. Schoonmaker has predicted that war conditions will force the closing of several schools, due to withdrawals and a lack of equipment which cannot be replaced. Large-scale enlistments by high school boys is anticipated, so much so, that school summer sessions this year will stress courses intended to qualify 12A boys for graduation ahead of schedule. The school board has already ordered the closing of four swimming pools, a reduction in the janitorial staff, and the dismissal of two architectural draftsmen. A monthly deficit of \$100,000 is now faced by the board.

♦ Pekin, Ill. The school board has voted to increase the salaries of members of the janitorial staff by \$5 per month, the increases to become effective July 1.

♦ Kansas City, Mo. The board of education has passed a rule, requiring a complete health report from every school employee. A health blank has been prepared, which the examining physician is required to fill out. The health report has been made a requirement for a teaching position.

♦ Waukegan, Ill. The grade school board has voted to restore an old rule prohibiting the employment of married women teachers.

♦ Peoria, Ill. The school board has revised its rules, to permit women who marry men in the armed service to teach in the schools for the duration.

ADVERTISERS' INDEX

American Chain & Cable Company	53	Johnson Service Company	3
American Library Association	8	Kewaunee Mfg. Comapny	59
American Seating Co.	4th Cover	Maple Flooring Manufacturers	
Ampro Corporation, The	64		2nd cover
Armstrong Cork Company	55 & 57	Medart Mfg. Company, Fred	6
Automatic Pencil Sharpener Co.	58	Mer-Kil Chemical Products Co.	61
Bausch & Lomb Optical Co.	51	Minneapolis-Honeywell Regulator	
Beckley-Cardy Company	8	Co.	3rd cover
Bell and Howell	59	Murdock Mfg. & Supply Co., The	2
Bendix-Westinghouse Automotive		National School Supplies and	
Air Brake Co.	4	Equipment Ass'n.	9
Bruce Publishing Company	8 & 64	Nelson Corp., Herman	56
Brunswick Seating Corporation	60	Nesbitt, Inc., John J.	10
Consolidated Chemical Laborato-		Norton Door Closer Co.	2
ries, Inc.	64	Peabody Seating Company	59
Continental Car-Na-Var Corp.	2	Peterson & Co., Leonard	64
Crane Company	7	Premier Engraving Company	6
Finnell System, Inc.	4	Professional Directory	60
Ford Sales Company, The J. B.	49	Remington Rand, Inc.	12
Goodyear Tire & Rubber Co.	5	Schermerhorn Teachers Agency	60
Hillyard Chemical Company	54	Sheldon & Company, E. H.	60
Holden Patent Book Cover Co.	50	Sloan Valve Company	1
Holmes Projector Company	57	Universal Bleacher Company	4 & 57
Huntington Laboratories, Inc.	52	Vestal Chemical Company	6

♦ Davenport, Iowa. The school board has revised its rules governing the employment of married women teachers. Under the rules, no married woman may teach in the schools, except as a substitute. An exception is made for wives of men in the military service. Any teacher who marries during the life of her contract must terminate her service at the close of the semester during which she married.

♦ Dr. Frank C. Rosencrance, of Northwestern University, has predicted a shortage of 60,000 teachers with the opening of the schools in September. The shortage, he believes will be felt mainly in the courses in trade, science, and mathematics. Rural schools will also be affected by the shortage.

♦ Pasco, Wash. The board of education has completed the construction of a gymnasium wing for the high school building. During the summer it is planned to carry out extensive repairs and alterations to the old building in order to provide

for a better utilization of the plant. These changes are being made to provide additional facilities to meet an anticipated increase in school enrollment.

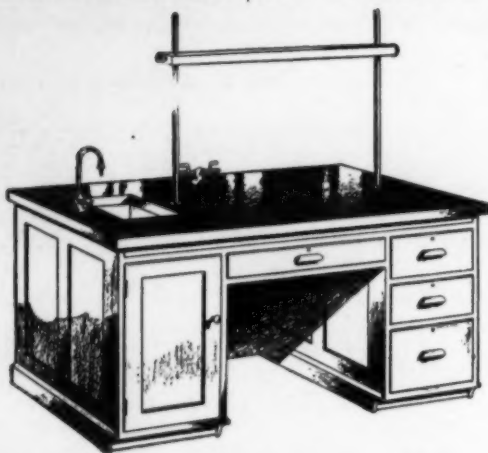
♦ Cambridge, Mass. The school board has ruled that women teachers may marry and remain in the teaching service until six months after the war emergency ends.

♦ Green River, Wyo. The board of education has completed the erection of two school buildings. One of these is an elementary school costing \$75,000, and the other is a high school costing \$225,000.

ELECT OFFICERS

The North Carolina School Board Association, at its meeting in Chapel Hill, elected new officers for the year 1942-43. These are: president, W. A. Dees, Goldsboro; vice-president, N. S. McArthur, Fayetteville; treasurer, Temple Gobbel, Chapel Hill.

CHECK WITH PETERSON before You Make a Move on



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EVERY TIME



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Today — every Ampro owner has the serious responsibility of making certain that his projector is ready to render efficient service because:

1. Every Ampro projector that is serviced and put back into first class condition relieves just that much of the load of producing new machines for the war effort.

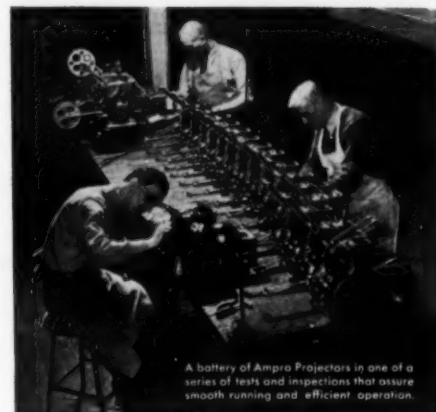
2. There is ample opportunity for using every Ampro for projecting 16mm. films for Civilian Defense, War-time training and the circulation of important information.

The Ampro Corporation maintains complete service departments, manned by men who are experts in reconditioning and rebuilding used projectors. You will be surprised at how much can be done at reasonable rates to make your projector as good as new. A routine check-up of your projector will insure long and satisfactory performance, so visit your nearest Ampro dealer today for projector inspection, cleaning and adjustment.

Write for name of local Ampro dealer display

AMPRO Precision Cine Equipment

2851 N. Western Ave., (Dept. AS642) Chicago, Illinois



A battery of Ampro Projectors in one of a series of tests and inspections that assure smooth running and efficient operation.

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Professor of Vocational Education,
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A specialized and advanced course for the pupil who wants to be a machinist or tool-maker. Shop math is correlated with shop practice for the practical application so necessary for quick adjustment of the student to industry. Illustrated. \$2.20

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Apprentice Instructor, Washburne Trade School, Chicago, Illinois

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Send for these texts for thirty days' study.

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*They rarely need attention... BUT
they deserve it now!*

Very rarely does your adding machine or your Sloan Flush Valve need attention. But both are mechanical instruments and so, both *will* wear. That being the case (if you couldn't get another) you would be careful to take care of the one you have.

Take care of your Sloan Flush Valves. Every material entering into their manufacture is on the critical list. Conserve vital metals by proper maintenance.

Call in your master plumber today and have him check over your Sloan Flush Valves. Such a check-up will result in two things: (a) put the valves that *do* need attention in A-1 condition, and (b) give you the assurance that your Sloan Flush Valves are as good as new—ready for more years of trouble-free, water-saving service under all conditions.

SLOAN VALVE COMPANY

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SLOAN FLUSH VALVES

LONG ISLAND SCHOOL SAVES \$500 IN 4 MONTHS THROUGH USE of CAR-NA-VAR TREATMENTS

Labor of 4 Men made available for other work, says Superintendent

Southampton, Long Island, N. Y.—No more striking example of the economy of Car-Na-Var Floor Treatments could be given than that of the recent experience of the Southampton Schools. By using Car-Na-Var Products the time of four men was made available for other work while a saving of \$500 was recorded in the brief period of four months.

Previously, ordinary water wax was applied 10 to 15 times yearly on asphalt tile, rubber tile and maple floors. Today only one coat of Continental "18," applied 4 times annually, is required and the floors look better than ever. As a result, time and labor costs have been cut 75%.

CONTINENTAL "18" IDEAL FOR SCHOOLS

According to Supt. of Buildings C. E. Milligan, "Continental '18' is easy to apply because no

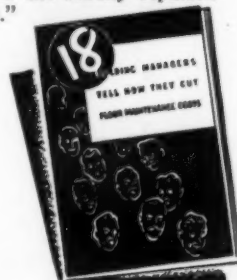
special skill or experience is necessary. It dries with a luster and floors are easily kept clean and polished with a daily dry mopping. We have also found Continental '18' non-slippery and water-resisting: wet, muddy overshoes and water splashed from drinking fountains do not stain."

"Before using Car-Na-Var Products the maple classroom floors were especially unsightly and had bad traffic lanes, this despite an elaborate maintenance procedure involving the application of two coats of floor seal twice a year and water wax every other week. Today, after treating with two coats of Car-Na-Var twice a year and Continental '18' every fourth month, the floors have a smooth, satin luster, free from streaks and scratches. Worn places are readily repaired without showing overlaps."



FREE BOOK FOR SCHOOL SUPERINTENDENTS

Tells how 18 building managers and superintendents cut floor maintenance costs. Compiled by independent and unbiased investigators (Ross Federal Research Corp.), this book represents the most extensive survey of floor maintenance operations ever made. Gives actual figures and specific details. Write today for your free copy. There's no obligation involved.



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World's Largest Makers of
HEAVY DUTY FLOOR TREATMENTS

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Vandalism War Venom



Patented April 28, 1942
Patent No. 2,280,780

The venom of war manifests itself in our youth in the wanton destruction of school property.

You would like to but you cannot "kill" the culprits.

But where outdoor drinking water devices are concerned checkmate their efforts by installing MURDOCK Outdoor Drinking Fountains and Hydrants.

Swinging baseball bats and other weapons of destruction in the hands of youngsters and oldsters alike have failed to put Murdock Outdoor Drinking Fountains out of commission.

They are built to endure and to be on the job every day in the year.

It pays to buy MURDOCK

The Murdock Mfg. & Supply Co.
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MURDOCK

The Most Reliable Name on Water Service Devices



Now, and for years to come, the saving of time, money and materials on building maintenance will be a necessity. The dependable quality and special engineering features built into every Norton Door Closer are your assurance of years of efficient service at minimum expense.

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Maintenance

IMPERATIVE THIS SUMMER



FRANK H. SCHULER,
Johnson mechanic for
52 years, checking a
thermostat.

To Save Wartime Fuel SCHOOL HEATING PLANTS DEMAND ATTENTION

According to the AMERICAN SCHOOL BOARD JOURNAL, a leading military expert has said, "The American soldier of the present war is taller, stronger, better educated, and by far more efficient than was the soldier of the first world war. All this is due to the American schools that have developed a superior type of young manhood and womanhood." American schools are marching on, offering Wartime Job Training and providing facilities for community service.

It may be quite some time—though we hope not—before new school plants can be made available. That is particularly true of heating and ventilating systems,

because critical war materials are involved. It behooves us all to keep every part of the heating, ventilating and temperature control plant in the best possible condition.

Though the Johnson organization provides apparatus, engineering service, and installation crews for essential temperature control for War Production processes, we still maintain, in so far as possible, our regular facilities to serve schools, hospitals, and other basic institutions. A Johnson engineer will survey your temperature control system, without obligation, and tell you how to bring it to the point of highest operating efficiency. Make plans, now, to save wartime fuel next winter. Mail a postcard today!

Doing more than
saving fuel and
promoting health
in schools,
Johnson Control
also serves hun-
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WAR PRODUCTION.

JOHNSON

Automatic TEMPERATURE AND AIR CONDITIONING *Control*

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door... be sure your
school buses
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Genuine
**BENDIX-WESTINGHOUSE
AIR BRAKES****

Back up your school system's safety campaign by equipping your buses with genuine Bendix-Westinghouse Air Brakes ★ Certainly your school buses deserve the same safety equipment which is a part of every leading commercial coach operation in the Nation ★ Consult your telephone directory for the authorized Bendix-Westinghouse Distributor nearest you, who will be happy to give you complete details of this Braking System which actually costs less than ordinary control.

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UNIVERSAL WOOD PORTABLE BLEACHERS



UNIVERSAL STEEL FOLDING STANDS

The Universal Line includes, Steel and Wood Portables; Grandstands; and Steel Folding Gymnasium Stands. Write today for our informative bulletins. To those who ultimately desire Steel but who for the present are considering Wood bleachers, we suggest that you now buy Universal Wood Portables and we will at a later date accept these in trade on either our Steel Portable or Steel Folding type bleachers.

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• Owners of Universal quality bleachers are fortunate, for even when neglected these products have a long and trouble-free life. But to secure the best possible service, adequate maintenance is advisable. Look your installation over today; we can supply from stock any needed replacement parts. A coat of paint to all metal parts, and paint or varnish to wood parts, will preserve your installation. We recommend that all moving parts of the folding gymnasium stands be kept lubricated and that cabinet hinges be brushed out to avoid bending and nonalignment when closed. If you will follow these simple instructions you will prolong the life of the equipment.

New **WELDED** Construction

FINNELL STEEL-WOOL PADS

**... Wear from 3 to 4
Times Longer!**

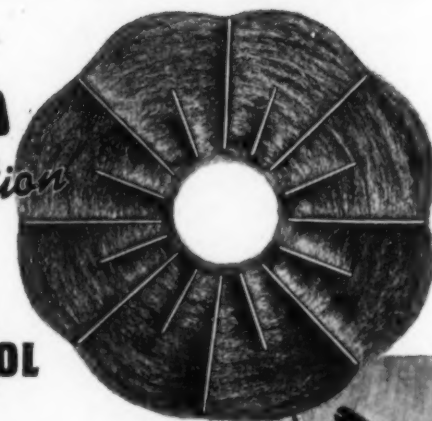
Welded construction provides balanced performance... allows the pad to wear evenly, hence so much more slowly. Also assures uniform contact, producing a more satisfactory job in less time. And the Welded feature prevents tearing and shredding, too.

7 Sizes—4 Grades

Sizes: 5, 7, 11, 13, 15, 18, and 21-inch diameter. Grades: Fine, Average, Coarse, and Very Coarse.

For literature or free demonstration, phone nearest *Finnell* branch, or write *Finnell System, Inc.*, 806 East Street, Elkhart, Indiana.

FINNELL SYSTEM, INC.
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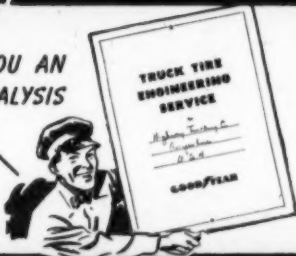
How to get the MOST MILES from a TIRE CERTIFICATE



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GET THIS FREE TRUCK TIRE ENGINEERING SERVICE

LET ME GIVE YOU AN
INDIVIDUAL ANALYSIS
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It's your duty to squeeze every possible mile out of tires now, and Goodyear Tire Engineering Service can help you do it. It's a tested plan that enables you to see at a glance where you need new

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SECOND

GET THE WORLD'S FIRST-CHOICE MILEAGE TIRES

That means Goodyears, of course, because busmen use more Goodyear tires than any other kind. There's a simple reason why: more than twenty years' experience proves Goodyear tires give the most mileage, both before and after recapping — hence cost least per mile. And Goodyears cost no more to buy.

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*For Greater
Mileage-with-Safety*

GOODYEAR HI-MILER

World's standard bus tire — premium in everything but price

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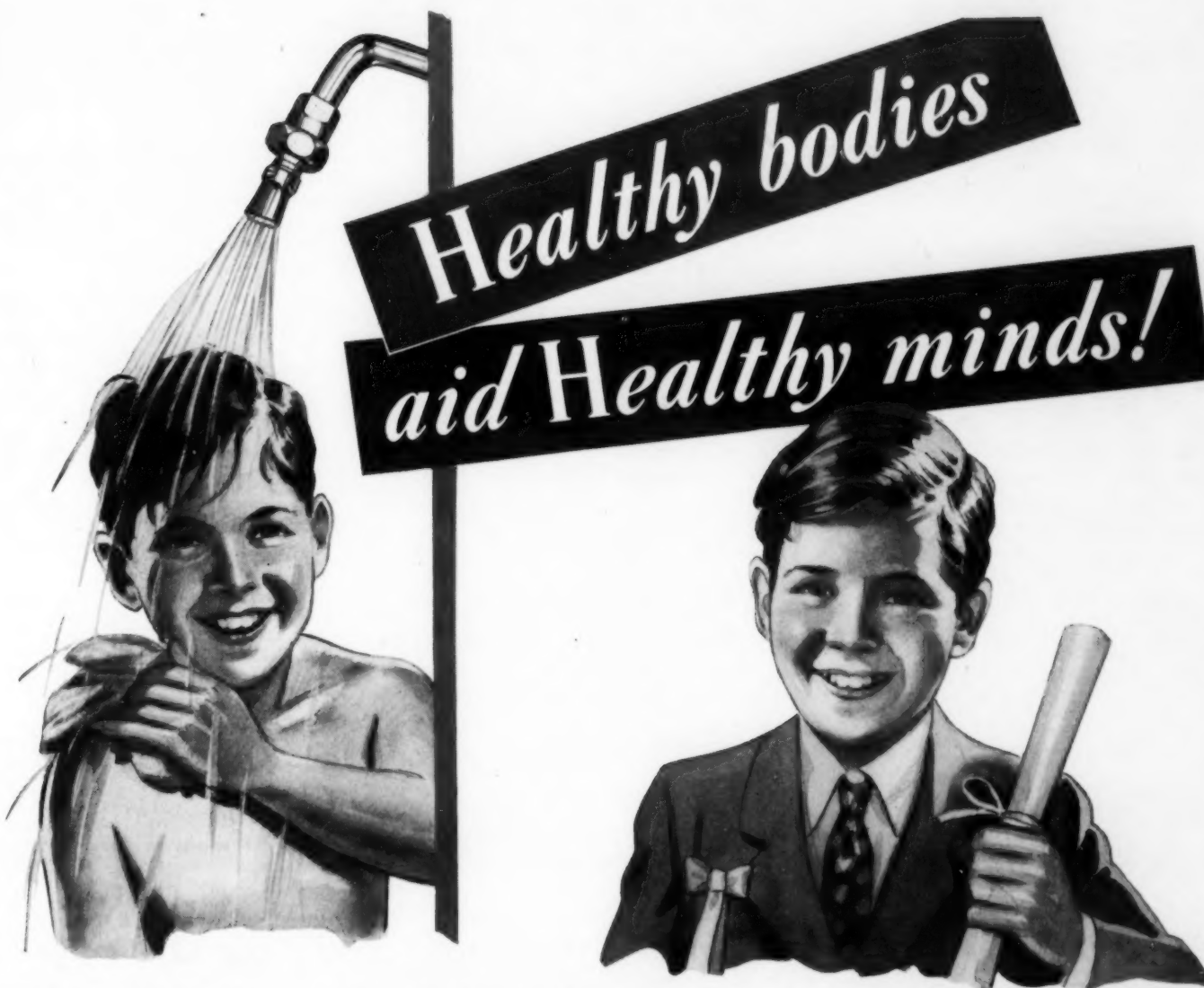
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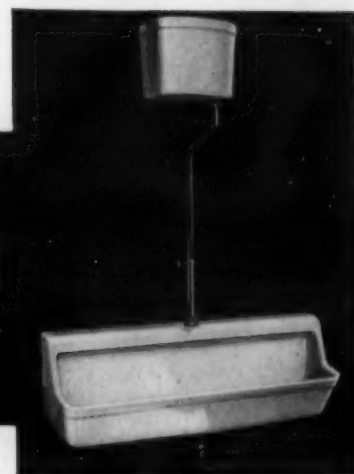
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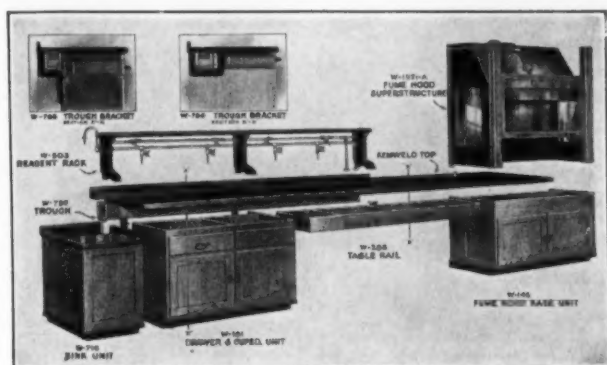
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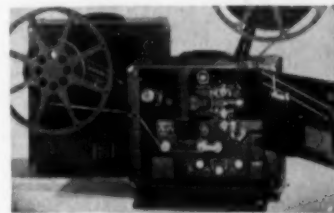
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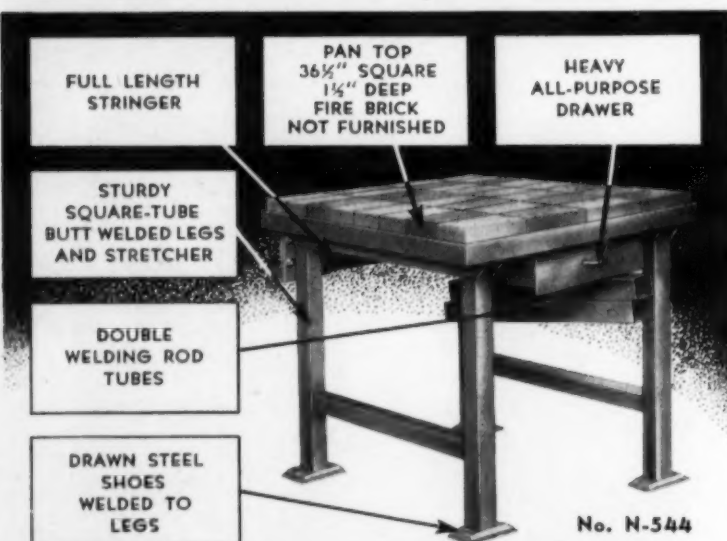
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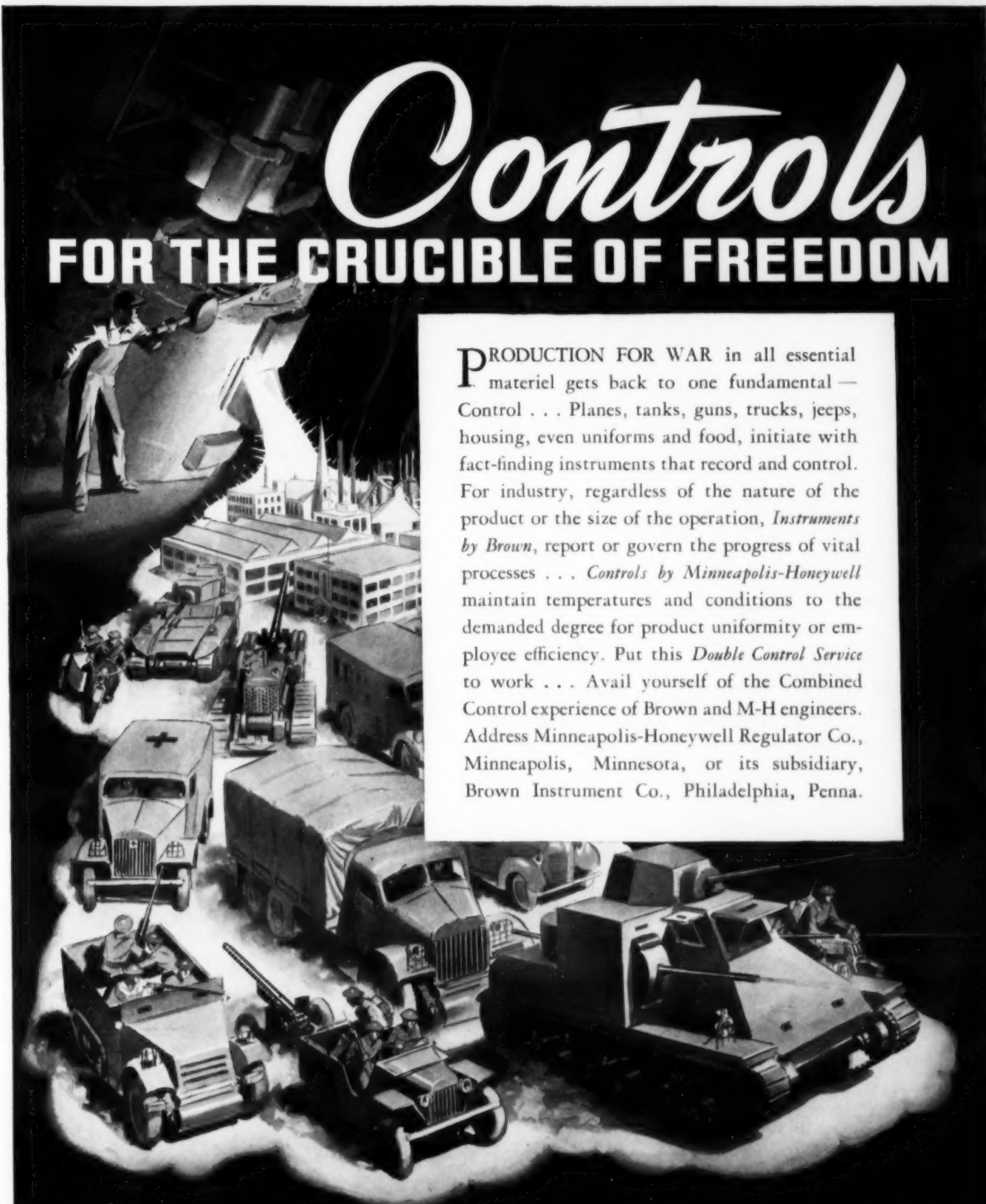
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